Faculty and Staff

The School of Social Work is located on the ground and third floors of Masterton Hall, Portland Campus. The SSW’s telephone number is 780-4120 (FAX 780-4902).

TEACHING AND FIELD FACULTY

Jeanette Andonian, Associate Professor/MSW Coordinator 780-4115 andonian@usm.maine.edu
Raymond Belicose, Lecturer 780-4123 rbelicose@usm.maine.edu
Vincent Faherty, Professor 780-4227 faherty@usm.maine.edu
Susan Fineran, Professor/Director 780-8533 sfineran@usm.maine.edu
Stacia Fitch, Field Work Coordinator 780-4107 sfitch@usm.maine.edu
Paula Gerstenblatt, Assistant Professor 780-4493 pgerstenblatt@usm.maine.edu
Paul Johnson, Associate Professor 780-4438 pjohnson@usm.maine.edu
Hermeet Kohli, Associate Professor/BSW coordinator 780-8453 hkohli@usm.maine.edu
Ana Lazar, Associate Professor 780-4121 lazar@usm.maine.edu
Barbara Rich, Associate Professor 780-4122 rich@usm.maine.edu
Leslie Richfield, Field Work Coordinator 780-4338 leslier@usm.maine.edu
Charles Smith, Assistant Professor 228-8301 casmith@usm.maine.edu
David Wagner, Professor 780-4764 wagner@usm.maine.edu

DEPARTMENT STAFF:

Cathryn Egan-Arnold, Administrative Assistant 780-4120 ceganarnold@usm.maine.edu
Kate Corbett, Student Affairs Coordinator 780-4762 kcorbett@usm.maine.edu

Faculty descriptions are available online at http://www.usm.maine.edu/swo/people.
# Fall Semester 2014

Classes Begin 8 a.m.  
Tuesday, September 2

**Field Instructor Orientation**  
Friday, September 12

October Vacation Begins  
Monday, October 13

Classes Resume 8 a.m.  
Wednesday, October 15

**Ethics Training**  
Friday, October 31

Thanksgiving Vacation  
Wednesday, November 26

Classes Resume 8 a.m.  
Monday, December 1

Last Day of Classes  
Friday, December 12

Final Exams  
Sat., Dec. 13 – Fri., Dec. 19

# Spring Semester 2015

Classes Begin 8 a.m.  
Monday, January 12

Martin Luther King (no classes)  
Monday, January 19

Winter Vacation Begins  
Monday, February 16

Classes Resume 8 a.m.  
Monday, February 23

Spring Vacation Begins  
Monday, March 30

Classes Resume 8 a.m.  
Monday, April 6

Last day of classes  
Friday, May 1

Final Exams  
Sat., May 2 – Fri., May 8

Commencement  
Saturday, May 9
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>9</td>
</tr>
<tr>
<td>School of Social Work Mission Statement</td>
<td>9</td>
</tr>
<tr>
<td>School of Social Work Diversity Statement</td>
<td>9</td>
</tr>
<tr>
<td>The Graduate Program</td>
<td>9</td>
</tr>
<tr>
<td>MSW Program Goals</td>
<td>10</td>
</tr>
<tr>
<td>MSW Program Objectives</td>
<td>10</td>
</tr>
<tr>
<td>MSW Curriculum</td>
<td>10</td>
</tr>
<tr>
<td><strong>Field Education</strong></td>
<td>11</td>
</tr>
<tr>
<td>The Purpose of Field Education</td>
<td>11</td>
</tr>
<tr>
<td><strong>Roles and Responsibilities</strong></td>
<td>12</td>
</tr>
<tr>
<td>Coordinators of Field Education</td>
<td>12</td>
</tr>
<tr>
<td>Faculty Field Liaison</td>
<td>12</td>
</tr>
<tr>
<td>Agency</td>
<td>13</td>
</tr>
<tr>
<td>Field Instructor</td>
<td>13</td>
</tr>
<tr>
<td>Task Supervisor</td>
<td>14</td>
</tr>
<tr>
<td>Student</td>
<td>15</td>
</tr>
<tr>
<td><strong>Criteria for the Selection of Field Agencies</strong></td>
<td>16</td>
</tr>
<tr>
<td>Placement of Students</td>
<td>16</td>
</tr>
<tr>
<td>Placement Steps</td>
<td>16</td>
</tr>
<tr>
<td>Placement Considerations</td>
<td>17</td>
</tr>
<tr>
<td>Change of Placement</td>
<td>17</td>
</tr>
<tr>
<td>Withdrawal from Field Placement</td>
<td>17</td>
</tr>
<tr>
<td>Monitoring and Assessment of Student’s Progress in Field Placement</td>
<td>17</td>
</tr>
<tr>
<td>Methods of Assessment Utilized by the School and Placement Site</td>
<td>18</td>
</tr>
</tbody>
</table>
Field Seminar 19

Evaluation 19

Field Work Procedures 20
Placement Difficulties 20
Academic Review Policy 20
Purpose of and Reasons for the Academic Review 20
Academic Review Procedures 21
An Academic Review Is Requested 21
An Academic Review is Scheduled 21
An Academic Review is Held 21

The Right to Appeal 22

The Appeal Process 22

Grade Policy 22

Field Work Grade Policy 23
Grade Appeal Policy 23

Policies on Students Using Their Employment as Field Placement 23

“Two Separate Placement” Policy 23
Field Seminar Policy 24
Change of Seminar Policy 24
Class Attendance Policy 24
Policy Regarding Academic and Professional Standards 24
Withdrawal from Field Placement 24
Pre-Placement Training Policy 24

Field Practicum & Field Seminars I & II (SWO 554/555) 25

Introduction 25
Grading Scale 37
Support Services 38
Change of Seminar Policy 38

**APPENDIX A: University Policies** 38

Equal Opportunity 38
Aids Policy 38
Sexual Harassment Policy 38
Sexual Assault Policy 39
Plagiarism and Academic Integrity 39
Alcohol and Substance Abuse Policy 40
Memorandum of Insurance 45

**APPENDIX B: Field Work Application** 46

Application for Field Placement Foundation Year 47
Application for Field Placement Concentration Year 49

**APPENDIX C: Learning Contracts** 51

Foundation Year Competency Based Learning Contract 1st Semester 51
Rules of Professional Conduct for all Students in Field Practicum 52
Learning Contract Objectives 53-56

Foundation Year Competency Based Learning Contract 2nd Semester 57
Rules of Professional Conduct for all Students in Field Practicum 58
Learning Contract Objectives 59-64

Concentration Year Competency Based Learning Contract 65
Rules of Professional Conduct for all Students in Field Practicum 66
Learning Contract Objectives 67-73

**APPENDIX D: Foundation & Concentration Year Field Evaluations** 74
Graduate Field Evaluation 1st Semester Foundation Year 75-79
Graduate Field Evaluation 2nd Semester Foundation Year 80-87
Graduate Field Evaluation Concentration Year 88-95

APPENDIX E: Field Placement Attendance Sheets 96
Fall Field Placement Attendance Sheet 96
Spring Field Placement Attendance Sheet 97

APPENDIX F: Field Placement at Place of Employment Contract 98

APPENDIX G: Student Evaluation of Field Placement Experience 100

APPENDIX H: Agency Profile 102

APPENDIX I: Master Student Affiliation Agreement 104

APPENDIX J: University of Maine System FAQ (Liability & Risks) 109

APPENDIX K: NASW Code of Ethics 115

FIELD EDUCATIONAL LINKS 135
Introduction
Welcome to the Field Practicum Program of the School of Social Work at the University of Southern Maine. The Field Instruction Program is a collaborative partnership between the School, University, the community of social and human service agencies, community organizations, public services, and the community of students and social work professionals. This Field Education Manual has been developed to provide information about the nature of field education and the MSW Program and is complementary to the University of Southern Maine’s Graduate Catalog, the MSW Student Handbook, and current social work curriculum materials concerning the Master of Social Work (MSW) Program.

School of Social Work Mission Statement
The University of Southern Maine’s School of Social Work is committed to educating culturally competent social work practitioners who are prepared for multi-level, strengths-based practice that values social justice, and the centrality of community and environment in enhancing the well-being of diverse individuals, families, groups, organizations, and communities.

School of Social Work Diversity Statement
Commitment to diversity is an integral part of the School of Social Work’s mission. The School of Social Work faculty and staff are committed to preparing culturally competent social work practitioners. We welcome and honor people of all ages, abilities, creeds, cultures, genders, races, sexual orientations, and socio-economic statuses. We value intellectual curiosity, pursuit of knowledge, academic freedom, and integrity, and vigorously promote a safe atmosphere where ideas can be presented and challenged in a mutually respectful manner. We promote values of social justice and social change, and strive to end discrimination, oppression, poverty, and other forms of social injustice through partnership with the community and in our teaching, scholarship, and service endeavors.

The Graduate Program
The goal of the MSW program in the School of Social Work at the University of Southern Maine is to educationally prepare students for advanced social work practice. Grounded in a commitment to professional ethics, social and economic justice and the empowerment of client systems, advanced social work practice builds upon the generalist social work practice model and the 10 core competencies, which are outlined in the Educational Policy and Accreditation Standards (2008) of the Council on Social Work Education:

- 2.1.1 Identifies as a professional social worker and conducts oneself accordingly.
- 2.1.2 Applies social work ethical principles to guide professional practice.
- 2.1.3 Apply critical thinking to inform and communicate professional judgments.
- 2.1.4 Engage diversity and difference in practice.
- 2.1.5 Advances human rights and social and economic justice.
- 2.1.6 Engages in research-informed practice and practice-informed research.
- 2.1.7 Apply knowledge of human behavior and the social environment.
- 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- 2.1.9 Responds to contexts that shape practice.
- 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Advanced social work practice involves the specific acquisition and demonstration of complex knowledge and skills from a wide variety of disciplines and the application of a full range of sophisticated intervention strategies with individuals, families, groups, organizations, and communities. The choice of appropriate intervention strategies for distinct situations is evidence-based, which assumes the presence of empirical data gained from scholarly
research and practice wisdom. The intervention cycle in advanced social work practice encompasses discrete periods of: (1) fact-finding and initial assessment; (2) direct and indirect engagement and contracting with individuals, groups, families, organizations, or communities in need of assistance; (3) ongoing assessment and monitoring as the professional engagement continues; and (4) evaluation of the effectiveness and efficiency of planned outcomes.

During foundation year, students take courses within the overall framework of generalist practice. In concentration year, students focus on either direct practice or macro practice. Their interest in either is supported through course assignments, field work placements, and elective courses that are taken after consultation with their advisor.

**MSW Program Goals**

1. To apply existing and develop new knowledge to advance social work practice through teaching, scholarship and service of faculty and students while building upon the profession's history, purposes, and philosophy.
2. To prepare students at the graduate level for advanced social work practice in an increasingly complex and diverse world.
3. To prepare students for social work practice that includes respect for human rights and social and economic justice.
4. To develop in students the skills to employ critical thinking in addressing complex human social problems throughout their lifetime.

**MSW Program Objectives**

At the completion of the required course of study, each MSW graduate will be able to:

1. Articulate an operational understanding of the role and responsibilities of an Advanced Social Work professional.
2. Apply theoretical frameworks and practice knowledge in the understanding of individual development and behavior across the life span and in the interpretation of the interactions among individuals, families, groups, organizations, and communities.
3. Recognize the forms and mechanisms of oppression and discrimination in all their manifestations.
4. Analyze, formulate, and influence social policies that promote social and economic justice.
5. Demonstrate the ability to function within the structure of organizations and service delivery systems and to use supervision and consultation appropriate to social work practice.
6. Evaluate and measure their own practice interventions, explain the meaning of formal research studies, and relate research findings to practice.
7. Conduct research across multiple levels, with a high degree of autonomy.
8. Engage in effective, empowering, strengths-based, multicultural practice with individuals, families, groups, organizations, and communities.
9. Collaborate in community initiatives and social change activities designed to address oppression and discrimination.
10. Critically assess their own personal values as well as professional values and ethics, and assume accountability for ethical practice.

**MSW Curriculum**

The faculty has designed a curriculum for the MSW program that prepares social work practitioners for today’s complex and rapidly changing practice environment. The goal of the program is to prepare practitioners who are culturally sensitive and approach practice from a strength-based, empowerment perspective. The two-year program provides students with grounding in foundation content and advanced coursework. Students complete 64 credits across 2-4 years. Advanced standing students complete 37 credits across 1-2 years.
The first year emphasizes the imparting of knowledge, values, and skills for working with diverse client systems at multiple levels of intervention. Students are introduced to the perspective of social work practice and knowledge. This occurs through a series of courses which include one semester of multicultural social work (SWO 501), social policy (SWO 504), and research (SWO 505); and two semesters of human behavior in the social environment (SWO 502, 552), practice (SWO 503, 553), and field/field seminar (SWO 554, 555). The first year is filled out with an elective.

The advanced curriculum is designed to prepare graduates for advanced social work. The concentration year curriculum requires all students to take one semester of advanced social policy (SWO 604) and two semesters each of research (SWO 605, 652), practice (SWO 603, 651), and field/field seminar (SWO 654, 655). Students are required to take three electives to complete their learning. In the second year they focus on the application of advanced knowledge and skills.

Students may choose to focus their course of studies through the choice of electives. Students work with their advisor to focus their course of study. **Students intending to apply for licensure upon graduation must take Psychosocial Assessment and other electives that meet the requirements.**

**FIELD EDUCATION**

**The Purpose of Field Education**

Field education is a central component of the MSW curriculum, providing the necessary opportunity for students to apply and integrate classroom learning with actual practice. The practicum presents students with a range of learning opportunities in order to facilitate his/her application of theories and skills in a supervised agency situation. The MSW program offers two field practica aimed at enhancing, promoting, maintaining, and restoring social functioning in the community. Across the two semesters of foundation year, students complete 500 hours of field (3.5 credits/semester). Concentration year (second year) field consists of 600 hours across two semesters (4.5 credits/semester).

Foundation year students assess needs and resources, provide basic direct and indirect services, obtain services, and improve service delivery systems. The MSW first year practicum is a foundation for the second year, preparing students for generalist entry-level practice. The concentration year placement provides the opportunity for students to apply specific interventions from various models of treatment in their practice with individuals, family, groups, communities, and organizations. Drawing from the relationship between micro and macro practice, the practicum allows students to deepen and extend their assessment and intervention skills. The focus supports practice with individuals, families, and groups that establish their unique situation within a cultural and community context. And conversely, experience at the community and organizational level includes and respects the individuals, families, and groups affected.

The policies and procedures outlined in this manual are guidelines intended to:

1. Enhance the quality of learning that occurs during field placement.
2. Support the effective use of field education as part of the School of Social Work MSW mission, program goals, and curriculum.

The guidelines suggested should not supplant professional judgments nor become constraints to the creative use of experience in guiding field learning.
Roles and Responsibilities

Coordinators of Field Education: The Coordinators of field education have overall administrative responsibility for direction and coordination of the field education program. In coordinating the activities of the field program, they:

- Oversee the development, approval, and maintenance of all field sites, potential and ongoing.
- Mediate any field related problems arising between field instructors, faculty field liaisons, students, or agency administrators at any point in the field experience.
- Represent the Field Sequencing Committee at School Curriculum Committee meetings;
- Provide agencies with information regarding the curriculum of the School of Social Work, the purposes and objectives of field education, and other materials related to the requirements for field study.
- Implement and monitor field agency registration as defined in this manual.
- Initiate the placement request with the agency and coordinate placement activities.
- Provide opportunities for the field student to receive information about agencies (including their major function and the general nature of the learning experience he/she can expect during placement) in order to enable the student to make an informed choice of his/her agency placement.
- Formally assign the student to the field agency after the placement has been agreed upon by the agency and the student.
- Authorize any changes of placement necessary after full discussion of the issues involved with the student, the field faculty liaison, and the current field instructor.
- Coordinate a field orientation workshop and provide field instructor training throughout the year.
- Assist faculty who serve as liaisons between agencies and the School during the placement semesters.
- Facilitate regular field sequence committee meeting of the BSW and MSW field faculty to discuss field and student-related issues.
- Attend all academic reviews where field issues are involved.

Faculty Field Liaison: Field faculty liaisons are social work faculty who have responsibility after placements begin for monitoring and evaluating student progress and performance, making agency visits, participating in field workshops and meetings, and dealing with issues related to field requirements, or problems with the placement itself. The student’s faculty field liaison is the instructor for their field seminars (SWO 554, 555, 654, 655).

In performing this role, the faculty field liaison:

- Maintains contact with field agency and field department during the placement year.
- Remains informed about changes in the agency that may affect field education assignments available to students.
- Becomes familiar with the field instructor’s perceptions and observations about the student’s learning needs, assignments, progress, and performance.
- Clarifies with the field instructor requirements for supervision and evaluation of the student’s field experience.
- Deals with problems and concerns that may arise during placement.
- Assesses and evaluates student progress throughout the field experience.
- Assigns a grade of pass, low pass or fail at the end of each semester.
- Consults with the field work coordinator(s) regarding issues that may arise in a student’s field placement.
- Attends and participates in regular field sequence meetings.
Agency: As a participant in the education of the student for social work practice, the field placement agency has responsibilities that include:

- Demonstrated commitment to social work practice and education, conducting programs/services in a manner consistent with NASW Code of Ethics.
- Willingness to accept students regardless of age, sex, race, religion, ethnicity, or sexual orientation.
- Willingness to adopt an educational stance toward students, viewing the student as a learner and developing professional.
- Signing a Memorandum of Agreement with the School (see appendix) that outlines the general requirements and standards for field education.
- Conducting a personal interview with each student being considered for field study to determine if a placement in that agency is appropriate.
- Providing the field instructor with time to attend the school’s supervisory trainings.
- Maintaining contact with the School through consultation and scheduled meetings with the Field Faculty Liaison.
- Providing consultation to the student in the development of a learning contract (see Appendix C), which contains appropriate learning experiences to meet the educational requirements for field education.
- Providing ongoing supervision for the student that facilitates achievement of the requirements for field education.
- Providing written evaluations of the student’s performance at the completion of each semester of placement. As part of the ongoing evaluation process, the Field Instructor will inform the Field Faculty Liaison of any significant problems that may be interfering with the student’s progress.
- Provision of physical space and other resources needed by the student to complete field assignments as identified in the learning contract; and
- Informing students of potential work hazards, such as exposure to infectious diseases. The agency also will discuss any required preventative measures, such as hepatitis tests and necessary immunizations.

Field Instructor: Every field student is assigned an MSW field instructor who has the responsibility for providing educational guidance to the student in meeting the learning objectives and other requirements for study. Based on the standards established by the Council on Social Work Education for field study, Field Instructors for MSW students must hold a MSW from a CSWE accredited institution. In programs where a field instructor does not hold a CSWE-accredited MSW degree, other options are explored to find an external qualified MSW field instructor. An external field instructor shares all the responsibilities of a regular field instructor, except orienting the student to the agency and giving daily assignments. When an external field instructor is used, a task supervisor is assigned by the agency to provide day-to-day support to the student. Currently, the School of Social Work and field agencies share the responsibility of enlisting a consulting MSW-level field instructor to provide the regular weekly supervision for our students.

Responsibilities of the field instructor during the fieldwork experience include the following:

- Provide student with a general orientation to the field agency.
- Describe the history, philosophy, and goals of the agency.
- Interpret the agency’s organizational structure and governing body, staffing pattern, funding sources, and interface with other agencies.
- Describe the situations of clients served, services offered, eligibility requirements, and sources of referrals.
- Arrange a tour of the facility and introduce agency personnel.
• Make available knowledge of agency resources such as in-service training and community seminars.
• Explain relevant agency procedures, forms, and requirements as defined in policy manuals.
• Provide other information as related to assigned work area and specific tasks (e.g., work schedule, record keeping procedures, confidentiality laws, dress requirements, time planned for supervisory conferences, etc.).
• Identify and/or design learning assignments for the student.
• Review, modify (as needed), and sign the student’s learning contract.
• Provide ongoing supervision to the student concerning field assignments.
• Schedule weekly supervisory conferences (minimum of one and one-half hours) with the student to assist him/her in relating assignments and theory to social work practice and to discuss other issues associated with the profession of social work.
• Provide ongoing feedback to the student concerning his/her performance in the field.
• Maintain contact and meet with the field faculty liaison to monitor student progress.
• Attend field workshops and meetings scheduled on campus before and during the placement semester.
• Complete and submit a written evaluation of the student’s performance to the field faculty liaison.
• Assign learning activities for the student that include a variety of practice experiences and provide a wide range of meaningful encounters with the social service delivery system. Student assignments during placement should be designed according to the goals and objectives outlined for the specified field education course. Initial assignment of cases and projects should be made as soon as possible so the student immediately feels involved and productive.
• Each student is expected to develop, in consultation with the field Instructor, a learning contract for his/her semester of field study. The learning objectives contained in the contract should be based on the skill goals of the MSW Program of the School of Social Work, the objectives for the particular field education course, the agency’s needs, and the student’s abilities and interests. (See Appendix C for information about the learning contact).
• Assist students to communicate their intern status to clients as part of the client informed consent process.

**Task Supervisor:** Specifically, the task supervisor (the professional person the agency designates to provide day to day support for the student) when there is not an MSW on site:

• Provides the student with a general orientation to the field agency.
• Identifies and/or designs learning assignments for the student in consultation with the external field instructor.
• Reviews, modifies (as needed), and signs the student’s learning contract.
• Provides daily supervision to the student concerning field assignments.
• Schedules weekly supervisory conferences with the student to provide him/her assistance in planning, managing, and completing field assignments.
• Provides ongoing feedback to the student concerning his/her performance in the field.
• Maintains contacts with and meet with the external field instructor and field faculty liaison to monitor student progress.
• Completes with the student a written evaluation of the student’s performance.
• Arranges for the external field instructor to review, modify (as needed), and sign the written evaluations of the student’s performance before submitting it to the field faculty liaison.
The importance of the student’s responsibility for achieving a successful field placement cannot be over-emphasized. Along with faculty field liaisons and agency personnel, each student is expected to function as an equal, assertive, and active partner in planning, carrying out, and evaluating field education activities. Therefore, students participate in selecting a suitable placement, developing the learning contract, meeting the objectives and goals for field education, and participating in all decisions related to requirements for field work. The student is also expected to:

- Have personal health and insurance coverage or enroll in the USM health insurance program, in accordance with a university, before beginning field placement.

- Understand and meet the requirements for field education (e.g., attendance, arriving and leaving the agency at the agreed upon time, notification of absences, seminar assignments, etc.), adhere to policies and procedures of the placement agency, and comply with guidelines described in the Manual. In addition, each student is expected to follow placement requirements described in the Memorandum of Agreement (see Appendix I).

- Students are expected to transfer the theoretical concepts, principles, and skills acquired in the classroom to field practice situations to receive a passing grade in field education.

- Complete field narratives and submit to faculty field liaison.

- Develop a learning contract with the field instructor (when assigned) and complete all field assignments. The student should submit the learning contract to the faculty field liaison.

- Schedule a weekly one and one-half-hour supervision with the field instructor for direction in planning, managing, and completing field assignments. The student should prepare an agenda before each scheduled supervision meeting.

- Participate with the field instructor and task supervisor (when assigned) in the development of a written evaluation of student performance. The student should have the evaluation signed by agency supervisors and then submit it to the faculty field liaison.

- Submit a written evaluation of the field education experience (Student Field Work Placement Profile (see Appendix G) to the field faculty liaison and field department by the designated date near the end of the 1st and 2nd placement term.

- Submit completed attendance sheets to the field faculty liaison at the end of each semester of field placement (see Appendix E).

- Demonstrate a commitment to ethical social work practice as outlined in the NASW Code of Ethics by applying social work values and ethics in all practice situations (see Appendix K).

- Inform clients of their status as social work interns (as dictated by the NASW code of ethics, sections 1.03 and 4.06).

- Be receptive to supervision and use it to improve practice skills and knowledge, increase self-awareness, and develop professionally. Therefore, as needed, students are responsible for meeting with Field Instructors, Task Supervisors (when assigned), and Faculty Field Liaisons for guidance, clarification, and assistance in completing assignments and to discuss other matters related to their fieldwork.

- Pursue resolution of problems that arise during placement through proper channels. Students should share all problems with appropriate agency personnel and/or Faculty Field Liaison. Preventing or resolving problems frequently requires that a student take the initiative to interact with, question, give feedback, and constructively confront others when it appears that the educational objectives and other field requirements are not being met.

- Participate in the Evaluation Process: Evaluations of the student’s progress and performance during the placement term are completed by the Field Instructor and the Task Supervisor (when assigned) at the end of each semester (see Appendix). Each student is expected to participate in the formal evaluation process.
Criteria for the Selection of Field Agencies

Prior to an organization becoming a field site, agency representatives are contacted by the field department to determine the potential for student placement, and to assess the agency’s potential to provide learning opportunities consistent with the program’s objectives and core competencies. The goals of the selection process are: to ensure quality field placements, to inform students of agencies available for placement; to identify learning opportunities within an agency, and to facilitate communication between the agency, the student, and the School of Social Work.

The selection of field placement agencies for graduate social work students by the School is based on the following criteria:

1. The agency views participation in the education of graduate social work students as a worthwhile activity and agrees to support the goals and objectives of the School of Social Work.
2. The agency demonstrates competence and stability in providing professional services and offers a climate conducive to learning and professional development.
3. The agency is prepared to provide regular (minimum of one and one-half hours per week) supervision by a qualified staff member (defined as a staff member with an MSW).
4. The agency provides the student with a formal orientation to the agency and its programs.
5. The agency has adequate work facilities for the student to complete assigned tasks. Ideally, the agency provides the student with workspace comparable to that provided to the regular staff.
6. The agency views the student as both a learner and an active participant in its services and activities.
7. The agency is willing to release the field instructor to attend a field orientation and supervisory training programs at the School of Social Work.
8. The agency has and conforms to policies regarding non-discrimination in service delivery and employment with regard to race, ethnic origin, color, gender, age, religion, sexual orientation, physical ability, or political belief.

Once it is determined that an organization meets the above criteria, the following steps take place:

1. The agency’s representative completes an agency profile and submits it to the School of Social Work for review. A field coordinator contacts the agency representative to clarify requirements for graduate field education and to define collaborative roles and responsibilities.
2. If the School and agency are in agreement, both parties sign a Memorandum of Agreement, which outlines standards, requirements, and mutual obligations for field education.

Placement of Students

*Students currently enrolled in the MSW program (two year and four year) must:*

- register for SWO 554 or SWO 654 (field seminars) during the regular spring registration period prior to the fall they plan to begin field, and
- have met with one of the field coordinators and secured a placement by June 1. These requirements must be fulfilled in order to be guaranteed a place in field.

Placement Steps

1. Students complete the field application form and submit it to the field department by the specified date prior to the beginning of the practicum. This application is an essential part of the process, and placement efforts cannot be initiated without the completed form. Students with disabilities need to indicate on this form whether they require support services or other accommodations in order to perform course and field work effectively.
2. After the review of each application, one of the field coordinators meets with the students to discuss which placements are most likely to meet their learning needs.

3. Students are advised to contact the agency representative for a pre-placement interview. To prevent confusion and misunderstandings, students are asked not to contact field representatives without first discussing their selections with a field department representative.

4. Students and organizations decide whether they want to work together after their interview. At that point, they confirm the placement with the field department representative, and a letter of confirmation is sent to the field instructor with a copy to the student.

Placement Considerations
Factors considered in selecting a student for assignment to an agency placement include:

1. The student’s expressed interest and future career plans.
2. The student’s work and volunteer experience in social service agencies.
3. The student’s specific educational needs (learning style, structured vs. unstructured setting, etc.) as perceived by the School.
4. The fit between the student and the Field Instructor and the student’s potential to function well in a particular agency setting.
5. The agency’s ability and willingness to work with a particular student. When an agency questions the appropriateness of establishing a placement or the selection of a particular student for field, the agency should bring this to the attention of the field department. After joint discussion and evaluation, a decision is made about placement of the student.

Change of Placement
No student has the authority to resign from a field placement. Change of a field placement site any time after a confirmation letter has been sent requires the approval of one of the field coordinators. While the field department makes every effort to ensure compatibility between the student and the placement site, there may be times when there is an imperfect fit. When this occurs, the following steps should be taken:

1. The student and field instructor meet to discuss the situation and to determine a solution.
2. The field faculty liaison is informed of the problem, the efforts to resolve it, and the success or failure of the attempt.
3. In the event that the field faculty liaison is unable to rectify the situation, the student and the field liaison contact the field department to arrange a meeting.
4. The student and field faculty liaison meet with the field department representative to discuss the factors that led to a need for a placement change, and alternative placement options are explored.
5. Some situations may require an academic review.

Withdrawal from Field Placement
Students who must withdraw from field placement after the placement has been confirmed must do so in collaboration with the field department and their field faculty liaison. Once a decision to withdraw has been made, a student must meet with her/his advisor to discuss the process and procedures for withdrawal and for returning to field at a later time.

Monitoring and Assessment of Students’ Progress in Field Placement
The review of each student’s progress is ongoing. The student registers for a section of SWO 554 and SWO 555 (foundation year) or SWO 654 and SWO 655 (concentration year), the instructor of which serves as the field faculty liaison. The faculty’s role is to assist the student in integrating the educational program of the School, to monitor the field and class experience, to assist and guide the student regarding resources, and to evaluate the learning process in conjunction with the student and the field instructor. Monitoring of students is the joint responsibility of the School and the placement site. At the University level, the field faculty liaison provides monitoring of students;
in the agency, the field instructor serves this function. The review of each student’s progress by field faculty liaison is ongoing, which is in keeping with educational principles enunciated by the University. The field faculty liaison’s role is to assist the student in integrating the educational program of the School, monitoring the field and class experience, assisting and guiding the student in regards to resources, and facilitating a learning process throughout the educational program. It is the student’s responsibility to make and keep appointments on a regular basis, attend classes, and present specific concerns and issues.

There are a number of structures that facilitate this monitoring process:

- The initial admission’s process and interview with field department;
- Faculty-student discussions which occur throughout the semester;
- Contacts between field instructor and field faculty liaison;
- Review of selected process recordings;
- Discussions between field faculty liaison, faculty advisors, and the field department which occur when there are special issues or concerns about a student’s progress; and
- Preparation of the student evaluation (mid-year and end of the year evaluations)

**Methods of Assessment Utilized by the School and Placement Site**

The methods that the field faculty liaison utilizes to monitor students’ progress in the placement are as follows:

- Students’ participation and performance in field seminar.
- The use of written assignments such as the field journal, learning contract, narratives, process recordings, supervisory agendas and other assignments.
- Individual meetings between field faculty liaison and student as needed.
- Field site visits.
- Field faculty liaison phone or email “check-ins” with agency field instructor.
- The use of mid-term check-in, end of semester, and end of year written evaluations.

The field instructor monitors the student in the placement through various means, including:

- Direct observation of student activities.
- Process recordings.
- Learning contract and evaluations.
- Video or audio taping.
- Weekly supervisory conferences including students’ agendas.
- Feedback from other agency personnel.
- Student performance in professional meetings within the agency.
- Client feedback.
Field Seminar

The field work seminar, which is taken concurrently with the field placement experience, is the primary mechanism that facilitates students' integration of classroom content with work in the field. Students secure placements in a variety of settings. By sharing their experiences in field seminar, students enable others to learn about the various fields of practice and the social service delivery system. Through this peer learning model, students develop knowledge about the resources and the range of social welfare policies and programs. Seminar discussions and assignments reinforce the concept of advanced social work practice as students come to understand that social work skills and knowledge can be used effectively with diverse client systems in all fields of practice. The seminar structure creates a supportive environment in which students can process their experiences in becoming advanced practitioners. Because a primary focus of the course is student sharing of field experiences with one another, students are expected to arrive on time, attend the entire class, and be prepared as participants to listen and support classmates in the learning process. The collaborative development of group norms and social work practice values include the following:

- Attendance at all seminars except for circumstances that have been discussed with the field faculty liaison prior to the seminar.
- Maintaining confidentiality.
- Arrival to class on time.
- Equitable distribution of seminar time among all members.
- Respect for different levels of individual assertiveness in class participation.
- Creation of space and safety for all students to join in the group process.
- Respectful attention to class members who are speaking.
- The use of “I” rather than “you” statements.
- The absence of any disrespectful language regarding race, ethnicity, color, socio economic status, gender, sexual orientation, age, culture, disability, family structure, relationship status, national origin, religion, and mental health issues.

Evaluation

Student learning, in accordance with the 10 core competencies are evaluated through journals, process recordings, other written assignments, and field seminar participation. Students are required to be active participants in the seminar both in sharing their field experiences and serving as consultants with their peers. Given the nature of the seminar, student learning is exposed, explored, and supported. Students often raise issues related to how effective agencies have been in providing meaningful learning experiences and supervision. At the end of the academic year, students are asked to complete an agency evaluation, which offers them an opportunity to provide feedback about the strengths and challenges of the agency as a field placement.

The School requires that the field instructor and student complete mid-year and end of year evaluations. Field faculty liaison specify evaluation due dates. A copy of the evaluation is given to the field faculty liaison. The final evaluation is placed in the student's permanent academic file at the end of each year.

In alignment with the 10 core competencies and the associated practice behaviors, the written evaluation includes both a narrative section and objective rating scales to report on and assess the student’s practice and skills development. All accounts of student performance are point specific rather than global. Students are evaluated in terms of their ability to demonstrate growth as well as their capacity to meet objective standards of performance. The student’s individual pattern of learning should also be recognized and appreciated.

The student indicates by signature that the evaluation has been read and discussed. The student may record in appended note any substantial unresolved disagreements with all or any part of the evaluation. The evaluation is a confidential document, used solely within the confines of the School of Social Work, and is to be prepared with this understanding. At no time are students required to show this document to future employers or agency personnel.
Field Work Procedures

Students normally work in the field 16 (foundation year) and 20 (concentration year) hours per week. Weekly schedules are negotiated between the student and agency field instructor. It is expected that the majority of placement work time will be done during the regular business hours, although arrangements for some work on weekends and evenings may be made.

Students are required to attend their placement only during the academic calendar year (field instructors are given a calendar at the beginning of each semester), unless otherwise negotiated between the student, faculty field liaison, and field instructor. Students are strongly urged to maintain contact with their agency placement during semester break.

The academic calendar lists the holidays and school vacation days during which students are not required to be in field placement. If an agency holiday or snow day occurs on student’s normal placement day, students will need to make up missed hours at another time. Planned absences should be negotiated in advance.

In the event of illness, emergency, inclement weather, or other unavoidable absence, students should inform the agency as soon as possible. If a student misses a considerable amount of placement time, the faculty field liaison should be contacted by the field instructor to discuss a plan for making up the time. In extreme situations the student may need to withdraw from field and begin a new placement the following academic year. The field department should be informed about the situation as soon as possible.

Placement Difficulties

In the event that a student encounters difficulties or develops concerns related to her/his field placement experience for any reason, it is expected that s/he will raise the issue first with their field instructor. If an agreeable plan cannot be worked out then the student should meet directly with the field faculty liaison, either in the context of the field seminar or in a privately arranged meeting. The faculty field liaison’s role is to discuss and provide support around field related issues and to assist students in dealing with and resolving them. Students are responsible for raising concerns honestly and in a timely fashion and working with their faculty liaison to address difficulties they are encountering. Most placement concerns can be resolved readily if students, their faculty liaison, and field instructor work together to address them. Field faculty liaisons are responsible for keeping the field department informed about placement difficulties.

Academic Review Policy

Difficulties between a student, a faculty member, Faculty Field Liaison, and Field Instructor are handled within the School of Social Work. If field is involved, it is the responsibility of the Faculty-Field Liaison to notify the Field Work Coordinator and to set up a meeting with the Field Instructor to discuss the student’s concerns. Although most grievances are resolved at this level, in a few cases there is a need to take the process further. In such instances an Academic Review will be arranged. The procedure is outlined as follows:

(1) Purpose of and Reasons for the Academic Review:

The purpose of an Academic Review Meeting is to provide a forum for discussion and decision making when the traditional advisor/advisee relationship is believed to be inadequate for resolving the problem situation.

The issues that are the focus of an Academic Review are often related to problems that emerge in field work (e.g., the suitability of a student for the field of social work as defined in the Code of Ethics of the National Association of Social Workers). However, there are many other reasons an Academic Review might be called. The following list, though not exhaustive, offers some examples of issues that could prompt an Academic Review:

- A student is evidencing academic or field difficulties;
- A student receives a failing grade in a critical course or is placed on academic probation;
Problems emerge between a student and his/her field instructor that cannot be remediated with the faculty-field liaison.

- A student violates the NASW Code of Ethics in field or in the classroom.
- A student receives a poor field evaluation or has been dismissed from field placement.

The outcome of the Academic Review usually includes: (a) resolution without conditions, or (b) a plan for resolution with conditions. In some situations, when a resolution cannot be achieved, the Academic Review may result in the student’s termination from the Social Work program.

In addition to addressing clearly identified problems needing resolution, the Academic Review may be used as a forum to facilitate early intervention when a student is evidencing signs of academic or fieldwork difficulties. In some situations, developing plans to deal with emerging problems can mitigate more serious complications, and efforts are made to use the Academic Review in this way whenever possible.

(2) Academic Review Procedures:

A) An Academic Review is requested.

- Any social work faculty member or student can request an Academic Review. This meeting may be called after a student has spoken to his/her advisor but before the issue is taken to the level of the Office of the Dean.

B) An Academic Review is scheduled.

- The Academic Review is called by the MSW or BSW Coordinator. The Coordinator contacts the individuals involved to invite them and arrange for a day and time. The student is then informed when the meeting is scheduled. The Academic Review will occur within ten business days of the request for such a meeting.

- All relevant social work faculty and community professionals may be invited to attend the Academic Review Meeting, along with the student and his/her advisor. If key individuals cannot be present for the meeting, they are asked to submit their contributions in written form to be read aloud at the review meeting.

- The student may choose to invite one person to accompany him/her at the review meeting. This person can serve as a support only and is not a participant in the meeting. The support person may be invited to add information at the end of the meeting but should not plan to be a contributor. If the student does invite someone, he/she must notify the Coordinator in advance of the meeting.

- The academic advisor, or his/her proxy, serves as the note taker during the Academic Review to ensure the discussion is accurately documented.

C) An Academic Review is held.

- The MSW or BSW Coordinator serves as Chair of the Academic Review and facilitates the meeting.

- The advisor serves as the recorder of the Academic Review and is also a participant.

- All people present at the review, except for the support person, are invited to participate in the discussion of the issues at hand.

- The meeting usually takes one hour (a bit more or less, depending on the situation). Once the discussion has come to a close, the student and the support person are asked to leave the room and the Academic Review Committee remains to discuss and make a decision about the outcome.
A letter summarizing the academic review and the outcome is prepared by the Coordinator. Since the formal written letter may take some time to compose, usually the Coordinator informs the student promptly of the outcome by phone or via e-mail once decisions have been made.

The official letter is mailed to the student within ten business days following the meeting and a copy is placed in the student's record. The student has the option to prepare a written response within ten days of receiving the letter and it is also placed in the student's record.

If a resolution plan is the outcome of the review, this serves as a contract between the student and the SSW. The student is expected to follow through with the plan as detailed in the letter.

(3) The Right to Appeal

Nothing in this policy statement is intended to interfere with or deny any right guaranteed to a student by the University of Maine system.

A) Appeal Process

Should a student not agree with a decision resulting from the Academic Review, an appeal may be precipitated by the student. The appeal process is initiated by a letter from the student to the Director of the School of Social Work outlining the reasons for the appeal. The Director may contact the student for more information or to schedule a meeting to discuss the situation in more detail. The appeal could be resolved at this level, but should the student feel the process has not addressed the issue in a satisfactory manner, he/she may appeal to the Dean of the College of Management and Human Services by contacting the Dean’s office. Further, if the student is not satisfied with the resolution at the Dean’s level, the student may appeal further to the Provost. All stages of the appeal process are documented and filed in the student’s record.

If the student feels the above process has not resolved the issue, he or she may request that the USM Student Senate Executive Committee review the issue and report its findings to the President of the University. The final decision rests with the President, after the receipt of recommendations from those involved.

Grade Policy

1. If a grade of less than B- has been earned in a social work practice course, students may not remain in a current field placement or begin a new field placement until the course is satisfactorily completed with a grade of B- or better. Advanced standing students who receive a B- or less in a social work practice course will be withdrawn from field placement and advanced standing status. The student will be permitted to continue in the program as a regular, two-year student.

2. A grade of F in a field work course will result in withdrawal from the University (see Graduate Studies Withdrawal Policy).

3. In any semester in which the cumulative GPA falls below a 3.0 (B average), the student will be placed on probation. The student will have the following semester to improve her or his status. A student on academic probation may not begin a field placement. If, after one semester, the student’s GPA has not improved to a 3.0, the student will be withdrawn from the program. A 3.0 GPA is necessary for graduation. Students may only count 3 credits of C in an elective toward graduation. A cumulative GPA below 2.0 will result in withdrawal from the University (see Graduate Studies Withdrawal Policy as it appears in the Graduate School Catalog).

4. Students who receive a grade of less than B-, or whose GPA drops below a 3.0 must contact their advisor or Director (if advisor is unavailable) within one week of receiving their grades.
Field Work Grade Policy

A grade of LP or below in any field seminar class (SWO554/555 or SWO 654/655) will automatically trigger the convening of an academic review.

Grade Appeal Policy

Please refer to page 22 for the Academic Appeal Policy in the USM Graduate Catalog.


Policies on Students Using Their Employment as Field Placement

Students are strongly discouraged from using their employment site for a field practicum for the following reasons:

- Field placement is intended to expose students to a new learning experience and environment.
- Both the student and employment supervisor are apt to experience role confusion with the addition of a field practicum relationship.
- The expectations of a placement relationship and a work relationship are different (field placement should be educationally focused rather than centered on agency service).
- Students might be less likely to take a critical/objective stance toward their agencies or to question agency policies.

Therefore, if students propose using their place of employment as their field site:

- They must first meet with the field department to discuss the viability of such a proposal and to get a copy of the Placement at Place of Employment contract to complete as soon as possible. Completed contracts must be returned to the field department before the placement can be officially approved.
- The field department assesses the employment site for field placement suitability, which includes the appointment of a qualified field instructor (someone other than the employment supervisor).
- The agency must provide field instruction with an MSW from a CSWE accredited program.
- The student’s practicum roles must be different from regular employment, provide new learning opportunities and appropriate to the student’s level of social work training.
- The student must show how she/he plans to fulfill the placement hour requirements beyond her/his regularly scheduled employment time.
  - A copy of the approved Placement at Place of Employment contract will be shared with the student’s field faculty liaison in order for appropriate monitoring to take place.

Advanced standing students may not use their current employment for their one-year of field placement. Two-year students may only use their current employment for one of their two placement years.

“Two Separate Placements” Policy

Students are not permitted to do their field placement in the same agency or placement site more than once. Exceptions may only be considered when the agency or site is large and/or diverse enough to provide substantively different learning activities, client population, and site location.
Field Seminar Policy

Students who are related (for example: married couples, domestic partners, blood relatives, step-relatives, etc.) are strongly discouraged from registering for the same section of graduate courses. For field classes, however, related students are not permitted to register for the same field seminar section. Students remain with their field seminar class throughout the year.

Change of Seminar Policy

The field Seminar has been established as a year-long, two semester sequence. Students are expected to remain in the same section both fall and spring. The primary purpose of this is to provide the cohort members the opportunity to develop as a cohesive unit (providing a safe and familiar environment within which to work). Maintaining a consistent faculty-field instructor-student connection, and balancing enrollment numbers are also important.

Class Attendance Policy

Students are expected to attend regularly scheduled classes, and field work agencies should not schedule students or require the attendance of students during class time, with the exception of client emergencies.

Policy Regarding Academic and Professional Standards

1. Students must adhere to all policies outlined in the NASW Code of Ethics (see Student Handbook) and the USM Student Conduct Code (see Graduate Catalog or call 780-5242).

2. Students have the responsibility of understanding and ensuring the protection of client confidentiality and right to privacy. Any case material that is used for educational or instructional purposes must be completely disguised so that total anonymity of the client is assured. All case material required for the School's educational purposes will be gathered from the field practicum experience (not from an employment or volunteer experience).

3. Any agency materials or information used for professional, educational, or instructional purposes must be cleared for use by the field instructor.

4. Students are responsible for adhering to the laws, legal and ethical issues involved in the social work profession, and specifically in the State of Maine. Field practica should familiarize the students with the following: child abuse and neglect reporting laws and procedures; elder abuse reporting and procedures; suicide and homicide reporting; HIPPA regulations; voluntary vs. involuntary hospitalization; gravely disabled; privileged communication; domestic violence; informed consents, release of information; scope of practice; personal safety; any other potential high risk situations that students may be exposed to.

5. Violations of academic standards, confidentiality, ethical or other professional principles or social work values shall result in an academic review, which may lead to dismissal from the program (see MSW Student Handbook).

Withdrawal from Field Placement

Students who wish to withdraw from their field placement any time after the placement has been confirmed must do so in collaboration with the field department and their field faculty liaison. Once a decision to withdraw has been made, a student must meet with her/his advisor to discuss the process and procedures for withdrawal and for returning to field at a later time.

Pre-Placement Training Policy

When field placement sites require training prior to the start of an internship and field seminar class, students may participate and count such training hours toward their yearly total. They are still expected however, to remain in their field placement for the entire academic year, but may alter their weekly hours accordingly if necessary. Training may not include client contact.
Introduction

The mission of the University of Southern Maine’s School of Social Work is to provide quality social work education from an advanced social work practice perspective. Students are expected to integrate knowledge obtained from courses in multicultural social work, methods of social work practice, human behavior in the social environment, social policy, and social work research in their field placement.

Field education is an important component of social work education, where students begin to apply theoretical social work concepts and principles to their practice with individuals, families, groups, organizations and communities. The field education program develops and strengthens relationships between practitioners, educators, and students and contributes to the successful achievement of educational goals pertinent to both the school and the students. Preparing students to be competent advanced practitioners, skilled in assessment and intervention methods for individuals, families, groups, organizations, and communities is the primary goal of field education.

Seminar Description

This two-semester foundation year seminar is a component of the field placement. The course content focuses on specific agency based practice situations and curriculum integrative themes, in keeping with the School’s mission of working with public, non-profit, private, local, and state agencies.

Seminar meetings will provide students with the opportunity to put theory into practice. Field work seminar utilizes models of peer group learning and peer supervision along with field liaison’s facilitation as needed regarding seminar themes. The basic assumption is that each student has important experiences, information, and insights to share. Discussions are always relevant to and about students’ experiences in their field placements. Because advanced direct practice is demanding and often touches on the practitioners’ personal challenges, it is essential that the seminars establish an atmosphere of trust. Openness, honest feedback, safety and willingness to take risks are the cornerstones of a successful seminar. It is the faculty’s role to ensure that a respectful and caring give and take of ideas, observations, and suggestions is followed. Likewise, it will be each student’s responsibility to contribute to a mutually beneficial learning environment. All students are expected to not only ask for feedback from their peers, but also to give feedback. Students are in a unique position to offer empathic understanding and support to other students and will learn how to offer assistance in non-judgmental, non-directive ways.

The theories and tools of the social work profession can be learned in the classroom, but practice behavior is another level of skill development. Both learning in the classroom and the practicum are aligned with the core competencies as are the educational objectives listed below. The focus of the field work seminar is to nurture students’ professional development so they can become critical thinkers and self-directed learners. Seminars utilize problem-based learning with real practice situations rather than pre-formulated cases. For this reason, each seminar will be distinct.
Educational Objectives
At the end of the field experience students will be able to:

1. demonstrate an understanding of social work practice within a generalist context (2.1.8, 2.1.9);
2. apply foundation year social work knowledge, skills, and values to the field experience with multilevel systems (2.1.2, 2.1.7, 2.1.10);
3. demonstrate beginning level competence in doing bio-psychosocial or other assessments using a strengths based perspective (2.1.10);
4. facilitate interagency collaboration regarding client services, including experience in referral and advocacy efforts on behalf of clients and families (2.1.5, 2.1.9);
5. collaborate in formulating and implementing strength based interventions (2.1.10);
6. experience and understand fundamental group facilitation and leadership skills (2.1.3);
7. demonstrate mastery of fundamental group facilitation and leadership skills (2.1.3);
8. recognize the forms and mechanisms of oppression and discrimination and practice with regard to ethnicity/race, culture, language, age, disability, religion, sexual orientation, sex, status, immigration status, marital status, and gender (2.1.4, 2.1.9);
9. demonstrate a comprehensive, multilevel understanding of the network of social service providers within the community where the placement agency is located, the agency’s place within this network, as well as the communities served by this agency (2.1.9);
10. examine and implement strategies of change that advance social and economic justice, for excluded and disenfranchised populations and populations at risk (2.1.5);
11. analyze community issues and systematically address the goals, strategies, and resources, appropriate to meeting needs (2.1.3, 2.1.10);
12. apply the NASW Code of Ethics and social work values to practice (2.1.2, 2.1.1);
13. establish effective working relationships with colleagues and supervisors (2.1.3, 2.1.1);
14. begin to evaluate their own practice interventions and their effectiveness (2.1.6).

Teaching Methods
The field seminar provides students with a confidential forum to explore social work practice issues within agency settings which is organized around discussion sessions, mini-lectures, experiential learning activities, film/videos, and individual and group investigation of the issues. The seminar encourages student exploration of personal, community, organizational, social, and policy issues.

Content on Special Populations
This course will include a strong emphasis on understanding the processes that perpetuate oppression and unequal access. This includes an unequal access to power within political, social, and economic institutions and organizations. Institutional racism, sexism, homophobia, heterosexism, poverty, alienation, and other oppressive conditions play a role in shaping the lives of clients. Of special concern are groups experiencing social and economic injustices based on racial, ethnic, sexual orientation, class, and gender characteristics.

Course Expectations
1. Attend all classes punctually; 2 or more absences may be cause for failure. If you fail seminar you also fail field.
2. Present and share agency-based cases micro, mezzo, and macro level situations.
3. Complete assignments prior to each class session and participate actively thoughtfully in the discussion.

4. Complete all coursework by assigned dates. Exceptions will only be made for emergencies in which case the instructor must be notified prior to the due date.

5. Students are expected to have reviewed, and to be familiar with, the content of the field work manual.

**Professional Comportment**

The Field Seminar is conducted as a group learning experience. A primary focus of the class is for students to share their field experiences with one another. Each week, students are expected to arrive on time, attend the entire class, and be prepared as participants to listen and support classmates in the learning process. As the semester progresses not only will students be expected to model group behavior as participants but also to facilitate the group as leaders. Below is a list of the group behaviors that students are expected to demonstrate as they learn to be both attentive group members and leaders.

What is said in this group is considered confidential. Everyone is responsible for maintaining confidentiality. There are however, limits to this confidentiality and this will be discussed in class.

Time must be equitably distributed among all members. (a) Each group member will respect different levels of individual assertiveness in class participation; and, (b) those members who are more comfortable speaking up will work to help create space and safety for others to join in the group process.

Members are expected to give full attention to group members who are speaking. Speak only for yourself in the group. Use “I” rather than “we”.

Disrespectful language regarding race, ethnicity, color, socio-economic status, gender, sexual orientation, age, culture, disability, family structure, relationship status, national origin, immigration status, religion and mental health diagnosis will not be tolerated.

All members take responsibility for making sure they get their own needs met in the group.

Nobody will be coerced or pressured into doing something for which he or she does not feel ready.

Electronic devices are not to be utilized in the classroom. If you are expecting an emergency call, notify your field faculty and accommodations will be made.

**Course Assignments**

Faculty field liaisons will create assignments designed to insure that students demonstrate the integration and application of core competencies. **Initiation and completion of assignments is the responsibility of students.**

**Grading**

All work for the Field Practicum and Field Seminar are graded Pass (P), Low Pass (LP), or Fail (F).
Field Seminar Grading scale

Pass
- Timely attendance to every class
- Full engagement in each class including giving feedback to colleagues.
- High to good quality and timeliness in all assigned written work.
- Good performance in field as documented in field evaluation.
- Clear and concise learning contract that is actively used in placement.
- Behavior in field and class in accordance with the NASW Codes of Ethics.

Low Pass
(A student may be at risk of a low pass grade at the end of a semester if one or more of the following is evident. Students receiving a low pass will automatically be subject to an Academic Review.)
- Absent two or more classes
- Lack of professional comportment in class and/or in field.
- Late submission of written work.
- Marginal quality of written work.
- Field evaluation that minimally meets expectations.

Fail
- Evaluation that does not meet expectations.
- Low quality written assignments.
- Chronically late assignment submission.
- Poor class participation.
- Excessive absences from class and/or field.
- Behavior in class and field that is not in accordance with NASW Code of Ethics.

Change of Seminar Policy
The field Seminar has been established as a year-long, two semester sequence. Students are expected to remain in the same section both fall and spring. Students must submit a written (electronic) request to their current field faculty liaison, to the field faculty liaison into whose seminar they propose to transfer, to their academic advisor and to a field coordinator. The request must outline the reasons for the transfer. In consultation with one another (field faculty liaison and coordinator), a transfer will be approved or denied. The student will be informed of the decision by the field coordinator.

Support Services
Disability: If you have a disability you can request course accommodations and adaptations through the Office of Academic support for Students with Disabilities, 242 Luther Bonney Hall, 780-4706.

Tutoring: For support with writing tutors are available through the Learning Commons, 2nd floor Glickman Library 780-4228.

Please note: If you find yourself encountering difficulty with either the seminar or your field placement, please let your field faculty liaison know this as soon as possible.

It is not unusual for students to experience emotional stress in the context of studying and practicing social work. If you feel the need for support services around personal issues, help is available through University Counseling Services, 105 Payson Smith, 780-4050.
III. Narratives:

- The major assignment for this semester is writing narratives. We will decide in the beginning of the semester how many narratives will be required for the semester. Each narrative should be 3-4 pages.
- Narratives can focus on work with an individual, family, group, organization or community.
- The narrative is an accounting of what transpired with the addition of what you observed about the client and especially about yourself. What were you thinking and feeling as the conversation transpired? What were your doubts, questions, concerns as the conversation progressed (or didn’t progress)? Examples of this might be:

  “I was feeling a knot in my stomach and not sure how to respond. I wish the real social worker would appear. I don’t know enough to be the ‘clinical social worker’ and I am wondering what does that mean anyway? What is it I am supposed to do. As I am struggling with these questions I decide to ask the client to tell me more.

  “I said ‘I think you should consult his teacher and let her know of your concerns.’ Then I realized that I hadn’t allowed the client any space to respond and so I backed up and said, “I didn’t give you a chance to answer, what do you think you might do next.” I definitely have a tendency to rush in and solve things. That was my role in my family.

  “My client began to cry and I wasn’t sure in the moment whether to put my arm around her shoulder, offer a tissue, or simply sit quietly. I am not very comfortable with pain. Usually I try to avoid those feelings in my own life. I cover up a lot.

  “I am feeling tears well up as I am listening to this story. I do not feel at this point that it would be helpful to my client for me to cry and so I decide it might help if I simply acknowledge the pain verbally. I feel a sense of relief after I have said something and now I am better able to listen. I make a quick mental note to bring this up in supervision.”

The Actual Assignment:

- **Format:** Begin your narrative with a brief description of the agency and its mission (only need this on the first narrative)

- **Background:** Provide the context and history of how you have come to be working with this client. This should include but is not limited to a description of the issues you are working on, how long you have been involved with the client, what are the primary goals that you are working, how long have you been working with the client such as “this is our fourth session.” Keep the background information to one or two succinct paragraphs.
• **Narrative:** This is your description of the encounter with an emphasis on the most important aspects of the interaction. You should intersperse your reactions, thoughts, questions or concerns as they occurred within the conversation. I have tried to give you some examples above. This is somewhat different from a process recording as it is not necessary to remember word for word what was said. What is most important is that you start to pay attention to your own thinking and feeling. This is what makes a reflective practitioner. What you are trying to accomplish by becoming a reflective practitioner is:

1. To understand your own emotional responses to clients and difficult situations, commonly referred to as “our own stuff”.

2. To develop the ability to in the moment, adopt theory to new and novel practice situations (Furman, R., Rowan D. and Bender, K. (2009) from An Experiential Approach to Group Work, Lyceum, Chicago, Illinois.

• **Final Reflections**

This is the last section of your narrative. Now that you have written the narrative of the conversation you are in a position to look back and consider any new thoughts and reactions. It is particularly important to focus on any ways in which you might have handled the situation differently. We will of course read your narratives and offer comments but the person who should benefit the most from this assignment is you. What can you learn about your client, yourself and/or the interaction between?

**IV. FINAL REFLECTION PAPER (3-4 pages)**

In addition to a narrative on the final week of class in December, you are to submit a final reflection paper that focuses on your learning this semester. Some of the questions you may consider are:

What did you learn about yourself this semester?
What were your challenges?
What are your strengths in this setting, with this population, as a social worker in general?
What ethical challenges came up for you if any?
What do you intend to work on next semester?
Was the level of support you received adequate? If not, what can you do to facilitate change in the level of supervision or support?
Are there any lingering questions or concerns that you need to address before next semester?

**Overview of Assignments:**

1. Learning contract due first week of October.
2. Mid-Semester check in due the last week of October.
3. Total number of Narratives to be decided at the beginning of the semester. Each narrative 2-3 pages double spaced.
4. One reflection paper due at last class of each Semester. (3-4 pages).

*A new Learning contract is required for Spring Semester*
I. Learning Contract – Complete 2\textsuperscript{nd} semester learning contract. The due date will be determined by your field faculty liaison.

II. Narratives

III. Foundation Year Final Assignment – Presentation and paper

This assignment is designed to help you integrate content from your foundation year courses and your field work with the social work competencies that our program is based on.

In a well written paper, identify the competencies and address each separately. Maximum pages—10

Be sure to have an introduction and a conclusion to your paper. If you cite a reference, use APA standards.

Competency 1—Identify as a professional social worker and conduct oneself accordingly

Generalist social work provides an integrated and multileveled approach for meeting the purposes of social work.

Describe the role of a social worker in your placement agency. What levels of supervisory feedback are utilized e.g. from peers, other staff, or supervisor?

Competency 2—Apply social work ethical principles to guide professional practice

What ethical principles and standards from the NASW Code of Ethics might be or have been challenged in your placement work at your agency? Cite these specifically from the Code and explain how you might address these challenges.

Competency 3—Apply critical thinking to inform and communicate professional judgments

Social workers communicate professional judgments to help clients view their situations in more productive ways.

Give some examples of how you or other social workers at your agency communicate with clients and others, utilizing a critical framework.

Competency 4—Engage diversity and difference in practice

How have the dimensions of diversity shaped the lives of your clients?

Competency 5 Advance human rights and social and economic justice

Empowerment social work reflects a commitment to social and economic justice. What injustices and oppressive social conditions do your clients encounter?

Competency 6—Engage in research informed practice and practice informed research

What is a concern, challenge, or issue that your clients bring to your agency? Select three peer-reviewed journal articles about responses and interventions for this concern and integrate (not summarize) the findings. Use APA to cite.

Competency 7—Apply knowledge of human behavior and the social environment

Offer an actual example of a client situation at your agency and describe the explanatory theories and frameworks that helped you understand your client’s situation.

Competency 8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services
Provide an example of how a public policy has impacted your clients’ situational challenges.

**Competency 9—Respond to contexts that shape practice**
Address ONE of the following:
1) All social service agencies, including yours, use practice models, agency protocols, and assessment frameworks. In what ways have they affected your (and/or an agency social worker’s) ability to maximize the strengths perspective in practice?

2) Social workers are integral members of multidisciplinary teams and interagency coalitions. What unique perspectives and expertise do social workers bring to these organizational alliances?

**Competency 10—Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities.**
Answer ONE of the following:
1) What specific social work skills have you used to strengthen engagement during the information gathering phase? How have you used them?

2) In social work, clients and workers develop plans that include goals, objectives, and action steps. How have you seen this manifested at your placement?

3) In theory, the phases of engagement, assessment, intervention, and evaluation are distinct, but in practice they often overlap and occur simultaneously. Describe how this happens at your placement.
UNIVERSITY OF SOUTHERN MAINE
SCHOOL OF SOCIAL WORK
FIELD PRACTICUM & FIELD SEMINARS III & IV
SWO 654

CONCENTRATION YEAR
Fall 2014

Seminar Description

Field instruction has always been a critical component of social work education. This year-long seminar accompanies the student’s field work experience supporting the learning that takes place within the 600 hour requirement. A seminar is a small group of students engaged in special study under the guidance of a professor. The purpose of this seminar is to integrate the fieldwork experience with the academic course work required for advanced social work practice with individuals, families and groups. Seminar meetings will provide students with the opportunity to put theory into practice. The primary goals of field education are to prepare students to be competent advanced practitioners, skilled in assessment, diagnostic processes, and treatment methods as appropriate for individuals, couples, families, groups, organizations and communities.

Field work seminar utilizes models of peer group learning and peer supervision along with field liaison’s facilitation as needed regarding seminar themes. The basic assumption is that each student has important experiences, information and insights to share. Discussions are always relevant to and about students’ experiences in their field placements. Because advanced direct practice is demanding and often touches on the practitioners’ personal challenges, it is essential that the seminars establish an atmosphere of trust. Openness, honest feedback, safety and willingness to take risks are the cornerstones of a successful seminar. It is the faculty’s role to ensure that a respectful and caring give and take of ideas, observations, and suggestions is followed.

Likewise, it will be each student’s responsibility to contribute to a mutually beneficial learning environment. All students are expected to not only ask for feedback from their peers, but also to give feedback. Students are in a unique position to offer empathic understanding and support to other students and will learn how to offer assistance in non-judgmental, non-directive ways.

The theories and tools of the social work profession can be learned in the classroom, but practice behavior is another level of skill development. Both learning in the classroom and the practicum are aligned with the core competencies as are the educational objectives listed below. The focus of the field work seminar is to nurture a student’s professional development so they can become critical thinkers and self-directed learners. Seminars utilize problem-based learning with real practice situations rather than pre-formulated cases. For this reason, each seminar will be distinct.

Educational Objectives

At the end of the field experience students will be able to:

1. demonstrate competence in doing bio-psychosocial or other assessments using a strengths-based perspective (2.1.3, 2.1.7).

2. initiate and follow through on interagency collaboration regarding client services including experience in referral and advocacy efforts with clients (2.1.9, 2.1.1, 2.1.4).

3. formulate and implement strengths-based interventions (2.1.10c).

4. articulate boundaries between personal values and professional responsibilities in relation to the NASW Code of Ethics (2.1.1, 2.1.2).

5. demonstrate social work methods in a culturally competent manner with diverse populations, including people of color, low income individuals and families, GLBTQA persons and families, those individuals and families who are physically and mentally challenged, and older adults (2.1.4).
exhibit critical thinking skills in the choice of appropriate practice models and interventions (2.1.7, 2.1.10c).

facilitate a group and demonstrate leadership skills (2.1.3, 2.1.10a).

plan or conduct community-based meetings or activities (2.1.3).

build relationships and plan interventions with individuals, families, groups, organizations, and communities in congruence with the NASW Code of Ethics. (2.1.1).

evaluate their own practice interventions and those of relevant systems, and apply findings to practice (2.1.6, 2.1.10d).

utilize comprehensive multi-level knowledge of the network of social service providers within the community where the placement agency is located, the agency's place within this network, as well as the community served by this agency (2.1.1, 2.1.4, 2.1.3).

apply social work values related to oppression and current policy developments and be able to develop and implement strategies of change based on commitment to excluded and disenfranchised populations (2.1.8, 2.1.9).

analyze gaps in social services and address their impacts on client systems, organizations, and communities (2.1.8, 2.1.9).

analyze and synthesize the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice (2.1.4).

establish effective working relationships with colleagues and supervisors (2.1.1).

participate constructively in the supervisory process and take responsibility for their own professional development (2.1.1).

Teaching Methods
As in year one, the field seminar provides students with a confidential forum to explore advanced social work practice issues within agency settings. The seminar is organized around discussion sessions, mini-lectures, experiential learning activities, film/videos, and individual and group investigation of the issues. **Students are expected to present and discuss case material from field in the seminar and provide support for and consultation to their peers.** Students are encouraged to explore personal, community, organizational, social and policy issues.

Seminar Themes

The following is a list of themes that are likely to be addressed in fieldwork seminars. It reflects the values, skills and knowledge of advanced social work practice, EPAS standards for Social Work Education and the State of Maine requirements for licensure.

Integration of Values and Ethics
The ethics of practice and ethical practice dilemmas
Professional roles and boundaries
Acculturation to your new agency
Self Care for Social Workers
Multicultural practice and challenges of cross cultural practice
Using supervision, clinical consultation, and peer supervision
Challenging assumptions and barriers to practice
Developing and maintaining trusting and purposeful relationships with clients

Integration of Skills
Establishment and maintenance of the therapeutic relationship
Developing and using learning contracts
Assessment and Goal Setting with Clients
Assessment of suicidal ideation
Assessment of challenging interactions and barriers to effective practice
Developing working relationships with professionals from other disciplines
Evaluation of practice/Critical Evaluation of Treatment plans and goals.
Termination of the therapeutic relationship

Integration of knowledge
Diagnosis (DSM IV-R)
Identification, examination, and application of theories underlying interventions’
Application of treatment modalities, strategies and techniques
The use of evidence-based practices

Content on Special Populations
A strong emphasis on understanding the processes that perpetuate oppression and unequal access. This includes an unequal access to power within political, social, and economic institutions and organizations. Institutional racism, sexism, homophobia/ heterosexism, poverty, alienation, and other oppressive conditions play a role in shaping the lives of clients. Of special concern are groups experiencing social and economic injustices based on racial, ethnic, sexual orientation, class, and gender characteristics.

Course Expectations
- Attend all classes punctually; if more than two (2) classes are missed, student may fail the class. If you fail seminar you also fail field.
- Present and share agency-based cases micro, mezzo and macro level situations.
- Complete assignments prior to each class session and participate actively and thoughtfully in the discussion.
- Complete all coursework by assigned dates. Exceptions will only be made for emergencies, in which case the instructor must be notified prior to the due date.
- Students are expected to have reviewed, and to be familiar with, the content of the field work manual.

Professional Comportment
The Field Seminar is conducted as a group learning experience. A primary focus of the class is for students to share their field experiences with one another. Students are expected to arrive on time, attend the entire class, and be prepared as participants to listen and support classmates in the learning process. As the semester progresses not only will students be expected to model group behavior as participants but also to facilitate the group as leaders. Below is a list of the group behaviors that students are expected to demonstrate as they learn to be both attentive group members and leaders.
- What is said in this group is considered privileged information. Everyone is responsible for maintaining confidentiality.
- Time must be equitably distributed among all members. (a) Each group member will respect different levels of individual assertiveness in class participation; and, (b) those members who are more comfortable speaking up will work to help create space and safety for others to join in the group process.
• Members are expected to give the full attention to their colleagues. Speak only for yourself in the group. Use “I” rather than “we”. The use of electronic media for anything other than note taking is unacceptable.

• Disrespectful language regarding race, ethnicity, color, socio-economic status, gender, sexual orientation, age, culture, disability, family structure, relationship status, national origin, immigration status, religion and mental health diagnosis will not be tolerated.

• All members take responsibility for making sure they get their own needs met in the group. Nobody will be coerced or pressured into doing something for which he or she does not feel ready.

Course Assignments
Faculty field liaisons will create assignments designed to insure that students demonstrate the integration and application of core competencies. Initiation and completion of assignments is the responsibility of students.

• Narratives (Four Narratives per semester)

The narrative is an accounting of what transpired in a session with a client (can be individual, family or group) in order to facilitate self reflection/ awareness, to check transferences and counter-transferences, as well as to develop thoughtful analysis of the presenting situation. The focus of this assignment is the basis of good clinical practice: to understand your own emotional responses to clients and difficult situations.

Grading
All work for the Field Practicum and Field Seminar are graded Pass (P), Low Pass (LP), or Fail (F).

Field Seminar Grading scale

Pass

• Timely attendance to every class
• Full engagement in each class including giving feedback to colleagues.
• High to good quality and timeliness in all assigned written work.
• Good performance in field as documented in field evaluation.
• Clear and concise learning contract that is actively used in placement.
• Behavior in field and class in accordance with the NASW Codes of Ethics.

Low Pass (A student may be at risk of a low pass grade at the end of a semester if one or more of the following is evident. Students receiving a low pass will automatically be subject to an Academic Review.)

• Absent two or more classes
• Lack of professional comportment in class and/or in field.
• Late submission of written work.
• Marginal quality of written work.
• Field evaluation that meets minimally meets expectations.

Fail

• Evaluation that does not meet expectations.
• Low quality written assignments.
• Chronically late assignment submission.
- Poor class participation.
- Excessive absences from class and/or field.
- Behavior in class and field that is not in accordance with NASW Code of Ethics.

**Support Services**

Disability: If you have a disability you can request course accommodations and adaptations through the Office of Academic support for Students with Disabilities, 242 Luther Bonney Hall, 780-4706.

Tutoring: For support with writing students tutors are available through the Learning Commons, in the Glickman Library on the Portland Campus, 780-4228.

*Please note: If you find yourself encountering difficulty with either the seminar or your field placement, please let your field faculty liaison know this as soon as possible.*

*It is not unusual for students to experience emotional stress in the context of studying and practicing social work. If you feel the need for support services around personal issues, help is available through University Counseling Services, 105 Payson Smith, 780-4050.*
Equal Opportunity

In complying with the letter and spirit of applicable laws and pursuing its own goals of pluralism, the University of Southern Maine shall not discriminate on the grounds or race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veterans status in employment, education, and all other areas of the University.

AIDS Policy

The USM AIDS (Acquired Immune Deficiency Syndrome) policy has been established to protect both the rights of individuals infected with HIV (Human Immunodeficiency Virus) as well as the health and safety of all others at the institution. Current research indicates that AIDS and ARC (AIDS-Related Complex) may develop from HIV infection. Individuals infected with HIV may not always be diagnosed or have symptoms of AIDS; HIV infection is not transmitted by casual contact.

1) Discrimination

The University of Southern Maine will not discriminate in any manner against any person who is infected with HIV. This includes admissions, facilities access, hiring, housing, promotion, tenure and/or termination.

2) Testing

The University of Southern Maine will not require HIV testing for either its students or employees. Persons who want more information on HIV testing may contact a health care provider either at the University or off-campus.

3) Confidentiality

Information about a person’s HIV status may only be included in medical or health care records and not in student or employee records of a general nature. Furthermore, it is against the law to disclose HIV test results to anyone without the written consent of the person tested. This means that no one, under any circumstances, may discuss or share records of HIV test results with anyone other than individuals designated in writing by the tested person.

4) Penalties

Disclosing a person’s HIV test results without written consent may result in disciplinary measures under University policy. Also, Maine law states that anyone who does tell another’s test results may be sued for actual damages and costs, plus a civil penalty of up to $5,000.

Sexual Harassment Policy

Sexual harassment of either employees or students is a violation of federal and state laws. It is the policy of the University of Maine System that no member of the University community may sexually harass another. In accordance with its policy of complying with non-discrimination laws, the University of Maine System will regard freedom from sexual harassment as an individual employee and student right which will be safeguarded as a matter of policy. Any employee or student will be subject to disciplinary action for violation of this policy.

Sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature constitute sexual harassment when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education;
- submission to or rejection of such contact by an individual is used as the basis for academic or employment decisions affecting the individual; or
- such conduct has the purpose or effect of interfering with an individual's academic or work performance or creating an intimidating, hostile, or offensive employment, educational, or living environment.

Consenting relationships may constitute sexual harassment under this policy. When a professional power differential exists between members of the University of Maine System and a romantic or sexual relationship develops, there is a potential for abuse of that power, even in relationships of apparent mutual consent. A faculty or
staff member should not engage in such relationships. Further, the University prohibits the abuse of power in romantic or sexual relationships.

To assure that power is not abused and to maintain an environment free of sexual harassment, a faculty or staff member must eliminate any current or potential conflict of interest by removing himself or herself from decisions affecting the other person in the relationship. Decisions affecting the other person include grading, evaluating, supervising, or otherwise influencing that person's education, employment, housing, or participation in athletics or any other University activity.

It is the policy of the University of Maine System to ensure fair and impartial investigations that will protect the rights of the person(s) filing sexual harassment complaints, the person(s) complained against, and the University system as a whole.

Concerns, problems or questions should be directed to EEO, 7 College Avenue, Gorham 780-5171. (TDD 780-4395) or to the Office of Civil Rights, U.S. Department of Education, Region I, John W. McCormack, Post Office and Courthouse Building, Boston, MA 02109, (617) 223-9692.

**Sexual Assault Policy**

The University of Southern Maine expressly prohibits and will not tolerate sexual assault, as defined by USM in this policy. These behaviors all constitute violations of the Student Conduct Code, and will be met with appropriate sanctions, up to and including dismissal. Many are also violations of the laws of the State of Maine, and violating individuals may be prosecuted criminally. For a complete copy of the University of Southern Maine Sexual Assault Policy, call 207-780-5139 or visit the website of the Office of Community Standards, [http://www.usm.maine.edu/ocs/policy-sexual-assault](http://www.usm.maine.edu/ocs/policy-sexual-assault).

It is important to tell someone that you can trust when you have been sexually assaulted. The following is a list of resources that you may contact:

University Health and Counseling Services: 780-4050
Off Campus 24-Hour Hotline: 780-4800
Sexual Assault Response Services of Maine: 774-3613

**Plagiarism and Academic Integrity**

Plagiarism, the use without attribution of language, ideas, or the organization of ideas not one’s own, is a fundamental breach of basic academic principles and is prohibited in all courses. Evidence of plagiarism will result in a grade of F for the assignment and may, at the discretion of the instructor, lead to an F in the course. In addition, further sanctions may be imposed through the Student Conduct Code. A copy of the USM Student Guide to Academic Integrity and/or a copy of the Student Academic Integrity Policy is available from the Office of Community Standards, 125 Upton Hall, Gorham (Tel: 207-780-5242) or on their website, [https://cms.usm.maine.edu/ocs/student-academic-integrity-policy-0](https://cms.usm.maine.edu/ocs/student-academic-integrity-policy-0)
III. University Alcoholic Beverage & Drug Guidelines

This policy, the Student Conduct Code, and all applicable laws apply to students while on-campus and on University related trips and University sponsored events off-campus. Additionally violations of the law and/or University policy that occur off-campus and at activities not directly sponsored by the University may also be resolved through the Student Conduct process and could result in University sanctions.

Alcoholic Beverages

The sale, possession, and use of alcohol on the campuses of the University of Maine System must comply with the local, state, and federal laws and regulations and with campus regulations and procedures. The acquisition, possession, transportation, sale, and consumption of alcohol by anyone under 21 years of age is prohibited by University policy. It is a violation to be intoxicated on campus or at any University sponsored event.
sponsored activity off-campus regardless of where the consumption occurred. In addition, kegs and other common sources of alcohol, drinking games, and funnels and other similar paraphernalia are not permitted on-campus or at any University sponsored activity off-campus.

Alcohol may be possessed or consumed in lower risk ways on University property only by persons 21 years of age or older at University events approved under the Alcohol at Events Guidelines (included below) or under the following conditions:

- In a suite, apartment, or bedroom in the residence halls where alcohol consumption is permitted so long as a resident of the room is present who is 21 or older and all guests are 21 or older
- The room door is closed and there are no kegs or other common sources of alcohol
- Drinking games and funnels are not permitted

For the complete Residential Life Alcohol Policy please visit http://www.usm.maine.edu/reslife/residence-hall-policies

Coerced or Forced Consumption of Alcohol or other Drugs
In instances, such as hazing, where a person(s) forces another to consume alcohol or other drugs, or conspire(s) to force another to consume alcohol or other drugs, immediate and strict sanctions (including suspension or dismissal) may be imposed on the responsible individual(s) and/or sponsoring organization or anyone who fail(s) to take direct action to stop the incident (personal intervention, calling authorities).

Alcohol at On-Campus Events Guidelines
University policy permits alcohol consumption at on-campus events however the consumption of alcohol should never be the primary purpose or focus of an event. Alcohol-free social events are encouraged. In keeping with the philosophy noted above, the following policies and procedures for serving alcohol at on-campus events are in effect:

1. A request for alcoholic beverage service must be made for each function where alcohol will be served by contacting Conference Services at 207-780-5960 or Dining Services at 207-780-4204 or 207-780-5612 at least 21 days prior to the event. All alcohol service must be provided by Dining Services, as the holder of the Liquor License at USM. University community members and guests are prohibited from dispensing alcohol. Dining Services has the right to deny requests for alcohol service. Any requests to use a licensed and insured alternative alcohol provider must be submitted in writing to the Director of Administrative Services and the Chief Student Affairs Officer at least 21 days prior to the event. Non-alcoholic beverages and food/snacks must be available and provided by the Caterer in the same location as the alcoholic beverages during the entire time alcoholic beverages are being served.

2. All events that include alcoholic beverage service must have a USM Public Safety presence unless otherwise waived by the Director of Public Safety. A Request for Police Services Form must be submitted to USM Public Safety for each event at least 14 days prior to the event. USM Public Safety has the prerogative to deny approval of alcohol service.

3. A representative from the sponsoring organization/department must be at the site of the event, before, during, and after the event. The onsite representative is responsible for receiving any deliveries, ensuring the room is set up, greeting guests, overseeing the event, troubleshooting, and making certain that the University’s policies are followed. Outside groups being sponsored by a University department or student group must be in compliance with the Sponsoring External Programs policy. For more information please visit http://www.usm.maine.edu/conferences/sponsorship-external-programs.

4. The acquisition, distribution, possession, or consumption of alcohol must be in compliance with all local, state, and federal laws, strict controls must be enforced in order to prevent underage drinking, and risk management procedures must be in place. The sponsoring organization/University department is responsible for assisting the Caterer in ensuring that attendees’ behavior is consistent with University policies and the law and creating an atmosphere where norms of responsible alcohol use prevail.

5. Possession and consumption of alcoholic beverages is only permitted in the locations approved in the request for Police Services Form. All event venues must be in compliance with fire, safety, and crowd-control regulations.

6. University units purchasing alcoholic beverages and/or alcoholic beverage services must comply with the Use of University Funds Policy. The University may entertain dignitaries, donors or alumni to promote the advancement of the institution; however alcohol is considered an allowable expense only for the guests’ beverages, unless prior approval from the Chief Financial Officer or designee is obtained. Alcohol may also be served at some official University business events or functions with pre-approval from the Chief Student Affairs Officer (CSAO) or designee. The business purpose must be clearly indicated and submitted in writing at least 21 days in advance of the event to the CSAO. Examples of business related events include Board of Trustee and Board of Visitors meetings or senior level interviews spanning a day or more.

7. The Student Activity Fee and other funds under the control of student organizations may not be used to purchase alcoholic beverages.

8. There must be a primary purpose for a gathering other than the availability of alcohol. Alcohol should not be used as an inducement to attend.

9. No campus event involving alcoholic beverages is permitted where alcohol is consumed as part of a competition, such as drinking games or chugging contests is allowed.
Promotion of Alcohol
The University does not permit permanent sponsorship or advertising in its public spaces that promote alcohol. Sponsorship by companies or distributors who purvey alcohol is not permissible without the approval of the Chief Student Affairs Officer prior to acceptance. When permitted, the Sponsorship or Promotion must be portable and removed at the end of the event. In addition the sponsorship may not encourage underage drinking or the misuse of alcohol. This applies to events and activities directly organized or sponsored by the University on or off-campus, as well as to events sponsored by others who may be leasing, renting, or using University facilities.

Drugs
The following behaviors are a violation of law and/or University Policy:
- Illegally possessing, using, manufacturing, dispensing or selling drugs
- Intentionally or recklessly inhaling or ingesting substances (e.g., nitrous oxide, glue, paint, etc.) that will alter a person’s mental state
- Using someone else’s prescription drug, or the distribution or sale of prescription drugs.
- Possessing drug paraphernalia containing illegal drug residue, including but not limited to bongs or glass pipes
- Exhibiting signs of being under the influence of illegal drugs (such as smell of having used marijuana, blood-shot eyes, vomiting, difficulty standing, agitation, etc.) anywhere on campus or at a University sponsored activity off-campus, regardless of where the consumption occurred
- Permitting any person to violate the drug policy on-campus
- Supporting a violation of the drug policy by being present when other person(s) are violating this policy

Medical Marijuana
Federal law and the Drug Free Schools and Workplace Acts make possession and use of marijuana on-campus illegal, even in states with medical marijuana laws. Thus, the University of Maine System does not permit medical use of marijuana anywhere on campus. Furthermore, students who are under the influence of medical marijuana or in possession of marijuana for medical reasons are not exempt from normal conduct and job performance standards. Although the use of medical marijuana is not permitted on-campus, students on the medical marijuana registry may make a request for other reasonable accommodations through the Office of Support for Student with Disabilities.

Tobacco Policy
The University restricts smoking to designated smoking areas on all three USM campuses. The goals of the policy are to reduce exposure to the health hazards of second-hand smoke, provide an environment supportive of tobacco-free lifestyles, and to lessen the environmental impact of cigarette litter. The University does not permit tobacco advertising or sponsorships from tobacco companies or distributors.

For the complete Tobacco Policy, please visit http://www.usm.maine.edu/sites/default/files/University%20Health%20and%20Counseling%20Services/Tobacco%20Policy.pdf

IV. Local, State, and Federal Alcohol & Drug Laws
It is a violation of law to do any of the following (provided as a general summary of the major applicable laws):
- Purchase, order, pay for, or share the cost of alcoholic beverages if you are under 21
- Possess alcohol if you are under 21
- Consume alcohol if you are under 21, except in a home in the presence of your parent, guardian or custodian
- Transport alcohol if you are under 21
- Sell alcohol to, buy alcohol for, or furnish alcohol to anyone under 21
- Allow anyone under 21 who possess or is consuming alcohol to remain in your home or in other property that you own or occupy
- Show or give false information about your name, age, or other identification to purchase or obtain alcohol
- Have an open container of alcohol in your possession in any unlicensed public place
- Have an open container of alcohol in your possession while driving or riding in a motor vehicle
- Operate a motor vehicle under the influence of alcohol or other drugs
- Knowingly obtaining, possessing, using, or distributing a controlled substance

The Drug-Free Schools and Communities Act and the Drug-Free Workplace Act require the University to provide students, faculty, and staff with information on an annual basis regarding the unlawful use of drugs and alcohol, potential sanctions, health risks, and available assistance and treatment. For more information about these Acts and to view the University of Maine System’s annual notice, please visit http://www.maine.edu/pdf/alcoholdrugbroc.pdf.

Students convicted of a federal or state drug conviction can be disqualified from receiving financial aid funds. For more information visit http://ifap.ed.gov/ifap/byAwardYear.jsp?type=drugworksheets.
V. Sanctions

Any student or guest found to be in violation of local, state, and/or federal law, or who violates the University's guidelines contained herein, will be subject to the UMS Student Conduct Code Process and/or referral to the appropriate authorities for legal action. Athletes are also subject to the Athletes Code of Conduct.

VI. Resources

Education and Prevention

Alcohol and other drug use can interfere with the learning environment, affect the health and safety of students and guests, and is often a factor in campus crime. In keeping with USM's commitment to foster a safe, healthy learning community, the University provides the following alcohol and other drug education and prevention resources.

The Well, 113 Upton Hall, Gorham Campus

The Well is dedicated to helping members of the USM community develop and increase their awareness of every aspect of wellness. Individual and group educational programs focus on reduced risk alcohol consumption and the learning and health effects of alcohol and other drug use. Outreach programs include: online assessments called Echug and Etoke; BASICS: Brief Alcohol Screening and Intervention for College Students, the PARTY program (Promoting Alcohol Responsibility Through You), Alcohol and Other Drug Classroom presentations and Prime for Life, an evidence-based alcohol and drug program designed to challenge common beliefs and attitudes that directly contribute to high-risk alcohol and drug use. The Well is managed by the Assistant Director of Gorham Student Life & Coordinator of Substance Abuse Prevention. For more information please visit www.usm.maine.edu/studentlife/thewell.

Promoting Reduced-Risk Alcohol Choices (PRAC)

This campus/community coalition is comprised of University students, staff, faculty and both University and Gorham Police Department representatives. PRAC meets monthly and addresses high risk alcohol and drug issues. PRAC has collaborated for over 11 years and is a member of Maine’s HEAPP: Higher Education Alcohol Prevention Partnership with 20 other colleges and universities in the state.

Substance Free Living

The Department of Residential Life offers Substance Free accommodations for students who are interested in living within a community of students who have committed to a substance free lifestyle. To reside in this community, students must sign a contract and commit to a substance free lifestyle. For more information, please contact the Department of Residential Life at (207) 780-5240 or visit www.usm.maine.edu/reslife.

Counseling and Treatment

Students who have concerns about their use of alcohol or other drugs are urged to seek assistance. University Health & Counseling Services offers individual and group counseling funded by the Health fee on all three campuses. A professionally trained, licensed drug & alcohol counselor is available for individual appointments and leads a weekly group counseling session focusing on substance abuse. For more information including the numbers to call for an appointment please visit www.usm.maine.edu/uhcs.

Links to information regarding alcohol and other drugs

- http://www.factsontap.org/
- http://www.tobaccofreemaine.org/

Off Campus Resources

- AL-ANON: (207)284-1844 https://sites.google.com/a/maineafg.org/ais/Home
- Day One: (207)-874-1045 http://www.day-one.org/
- Recovery Center at Mercy Hospital: (207) 879-3600 http://mercyhospital.com/cms
- Find Treatment: http://findtreatment.samhsa.gov/TreatmentLocator/faces/addressSearch.jspx?state=ME

Contacts –

On Campus Resources

Services
Policy Clarification for Students 207-780-5242 www.usm.maine.edu/ocs
Office of Community Standards
Policy Clarification for Visitors 207-780-5211 www.usm.maine.edu/policy
Individual and group counseling/assessment for alcohol and other drug issues 207-780-4050 (counseling) www.usm.maine.edu/uhcs
University Health & Counseling Services 207-780-5411 (health)
for students

Assessment, referrals, educational materials, and general information
The Well & the Coordinator of Substance Abuse Prevention 207-780-5158
www.usm.maine.edu/studentlife/thewell

Related Policies:
UMS Student Conduct Code
UMS Alcohol Policy: Student Affairs Section 502 of the UMS Trustees’ Policy Manual
UMS Student Substance Abuse Policy: Student Affairs Section 505 of the UMS Trustees’ Policy Manual
UMS Employee Substance Abuse Policy: Human Resources Section 412 of the UMS Trustees’ Policy Manual
Information about Alcohol and Other Drugs: UMS System Brochure Drug Free Schools & Workplace Acts
Use of University Funds Policy: UMS APL IV-I
UMS Athletes Code of Conduct
UMS Good Samaritan Policy
UMS Residence Hall Policies
UMS Tobacco Policy

Custodian: _______________________________ Reviewed Date: ______________

Chief Student Affairs Officer

Approved By: _______________________________ Date: ______________

USM President

Approved: _______________________________ Date: ______________

UMS Chancellor

This policy is reviewed at least annually by the Office of the Chief Student Affairs Officer. Last reviewed May 2012.
UNIVERSITY OF MAINE SYSTEM
MEMORANDUM OF INSURANCE

This Memorandum of Insurance provides evidence of insurance in regards to the operations at the University of Maine System. Also evidenced is the Professional Liability for the various academic internship activities. General Liability Provisions in regards to Additional Insured – where required under contract or agreement: Any person or organization we become obliged to is included as an additional insured under this policy, as a result of any contract or agreement which requires us to furnish insurance for that person or organization of the type provided by this policy, but only with respect to liability arising out of our operation, or premises owned by or rented to us. However, the insurance provided will not exceed the lesser of the coverage and/or limits of these policies or the coverage and/or limits required by said contract or agreement.

COVERAGES

THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED BELOW FOR THE POLICY PERIOD INDICATED NOT WITHSTANDING ANY REQUIREMENT, TERM OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS MEMORANDUM MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

COMPANIES AFFORDING COVERAGE
A. General Star Indemnity Company
B. Self-Insured
C. Midwest Employers Casualty Company
D. Midwestern Higher Education Compact
E. United Educators

INSURED
The University of Maine System
16 Central Street
Bangor, ME 04401
United States

<table>
<thead>
<tr>
<th>COMPANY LETTER</th>
<th>TYPE OF INSURANCE</th>
<th>POLICY NUMBER</th>
<th>POLICY EFFECTIVE DATE</th>
<th>POLICY EXPIRATION DATE</th>
<th>LIMITS in United States Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>GENERAL LIABILITY</td>
<td>#IYG402022E</td>
<td>8.1.12</td>
<td>8.1.14</td>
<td>General Aggregate Each Occurrence $1,000,000, Self-Insurance Retention $400,000</td>
</tr>
<tr>
<td>A</td>
<td>AUTOMOBILE LIABILITY</td>
<td>#IYG402022E</td>
<td>8.1.12</td>
<td>8.1.14</td>
<td>General Aggregate Self-Insurance Retention $1,000,000, $400,000</td>
</tr>
<tr>
<td>A</td>
<td>EXCESS LIABILITY</td>
<td>#IUG390212H</td>
<td>8.1.12</td>
<td>8.1.14</td>
<td>General Aggregate $15,000,000</td>
</tr>
<tr>
<td>B</td>
<td>WORKERS' COMPENSATION</td>
<td>Self-Insured</td>
<td>7.1.13</td>
<td>6.30.14</td>
<td>Statutory</td>
</tr>
<tr>
<td>C</td>
<td>EXCESS WORKERS' COMPENSATION</td>
<td>#EWC008302</td>
<td>3.1.13</td>
<td>3.1.14</td>
<td>Limit Each Accident $10,000,000</td>
</tr>
<tr>
<td>D</td>
<td>PROPERTY</td>
<td>#066095361</td>
<td>7.1.13</td>
<td>7.1.14</td>
<td>Limit Blanket Replacement Cost $100,000</td>
</tr>
<tr>
<td>E</td>
<td>PROFESSIONAL LIABILITY EDUCATORS LEGAL LIABILITY</td>
<td>#ELA201300242100</td>
<td>5.1.13</td>
<td>5.1.14</td>
<td>Limit per Claim $3,000,000, Self-Insurance Retention $150,000</td>
</tr>
</tbody>
</table>

This memorandum is issued as a matter of information only to authorized viewers for their internal use only and confers no rights upon any viewer of this memorandum. This Memorandum does not amend, extend or alter the coverage. This Memorandum may only be copied, printed and distributed within an authorized viewer and may only be used and viewed by an authorized viewer for its internal use. Any other use, duplication or distribution of this Memorandum without the consent of the University of Maine System is prohibited. “Authorized viewer” shall mean an entity or person which is authorized by the insured herein to access this Memorandum via www.maine.edu. The information contained herein is as of the date referred to above. Any modifications of this Memorandum of Insurance are not authorized.
APPENDIX B: FIELDWORK APPLICATION

From: Leslie Richfield  
Fieldwork Coordinator  
(207) 780-4338  
leslier@usm.maine.edu

Stacia Fitch  
Fieldwork Coordinator  
(207) 780-4107  
sfitch@usm.maine.edu

Re: Fieldwork Application Process

Welcome to the University of Southern Maine School of Social Work. Attached to this letter you will find a field application form. Please call or email the one of the coordinators to schedule an appointment to discuss your field placement as soon as possible. You will submit your completed application and current resume before your appointment. Additional information, and answers to your questions, will be provided when you meet your field representative.

First year students must complete a minimum of 500 hours of field placement for the academic year. Students are usually in placement two full days a week (eight hours a day). However, other arrangements may be negotiated. Second year, and/or Advanced Standing students must complete 600 hours of field placement for the academic year. Students are usually in placement three days a week. Generally, the field placement begins in early September and continues until early May. The only “academic breaks” in field placement are the week or so between Christmas and New Year’s Day, and the winter and spring Semester Breaks. Students are placed at the same agency for both semesters and remain in the same seminar for the entire academic year.

Please note that most agency placements occur Monday through Friday between the hours of 9:00 a.m.—5:00 p.m. Although some late afternoon and weekend placement hours may be available, a majority of hours are required during the “regular” business day.

Students are discouraged from using their employment site for a field practicum. In instances where employment is used as a field placement, specific criteria must be met. Advanced standing students may not use their place of employment for their one year of field placement. Two year (full time) students may only use their current employment for one of their two placement years.

Field placement is an essential component of social work education. Our goal is to support you in securing a placement that is a “good fit”, where you receive quality, supportive supervision and where you are able to meet your own particular learning needs, as well as the 10 core competencies and corresponding practice behaviors.
University of Southern Maine School of Social Work
Application for Field Placement – Foundation Year

Date_________________________

Name_______________________________________ 2 year program_______

Address_________________________________________ 4 year program_______

Telephone (day)_________________________ (evening)_________________________

Email________________________________________________

Social Work Faculty Advisor____________________________________________

Expected Date of graduation_____________

Please describe any volunteer or paid social work related experiences. Include type of experience, setting, responsibilities, and length of time in each setting, beginning with most recent.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Can you provide services in any language(s) other than English? ___________ if yes, please list:

Please list in order of preference the three fields of practice in which you are interested. For example: Elderly, Child Welfare, School Social Work, Physical, Behavioral Health, Refugee and Immigrant/Multicultural, etc. Please do not list specific agencies.

1. ______________________________________________________________________

2. ______________________________________________________________________

3. ______________________________________________________________________

Are you hoping to use your current employment for your field placement? ____yes ____no

Do you have a specific placement in mind that you are hoping to do? If so, please provide contact information,
including name of organization and name, phone number and/or email address of contact person. Is this your place of employment? ___yes ___no
____________________________________________________________________________
____________________________________________________________________________

Do you have any community contacts that you would like us to pursue on your behalf? If so, please list name of organization and name, phone number and/or email address of contact person:
____________________________________________________________________________
____________________________________________________________________________

Because of changes in University policy, students are required to obtain health insurance coverage before entering their fieldwork placement. Please visit the campus Student Health office to obtain a pamphlet, which explains the University policy in detail.

Are you currently covered by health insurance? ____yes ____no

I understand that I need to make arrangements for health coverage prior to beginning my placement. yes____ no____

Additional comments: Please list any other information that will assist the field office in helping to arrange your field placement. For example: concerns about transportation, child care, health factors, employment, etc.
____________________________________________________________________________
____________________________________________________________________________

Please note: Students who are pursuing degrees leading to application for professional licensure or certification, and/or who will be participating in clinical placements, internships, or practica through their USM program should be aware that their host facility may require a criminal background check, fingerprinting, or drug screening. Students may consult the certification body corresponding to their intended occupation for more details. Successful completion of a program of study at USM does not guarantee licensure, certification, or employment in the relevant occupation.
University of Southern Maine School of Social Work
Application for Field Placement – Concentration Year

Name_______________________________________________

Date_________________

Address_______________________________________________

Telephone (day) ______________________ (evening) ______________________

E-mail_______________________________________________

Social Work Faculty Advisor______________________________

Advanced standing   Yes___ No___

Where did you do your Foundation year or BSW (If advanced standing) placement?
_________________________________________________________________________

Was this your place of employment? ___Yes      ____No

What is your expected date of graduation? _____________________________

Are you planning to enroll in the Bio-psychosocial Assessment Class? Yes___ No____

If you have not, are you planning on taking it? Yes ____ No ____ When? __________

Are you planning on sitting for the LCSW (clinical license) exam?  Yes___ No___

Do you have a specific placement in mind that you are hoping to do? If so, please provide contact information, including name of organization and name, phone number and/or email address of contact person:  (Is this your place of employment? ___yes   ___no)

_________________________________________________________________________

_________________________________________________________________________

Do you have any community contacts that you would like us to pursue on your behalf? If so, please list name of organization and name, phone number and/or email address of contact person:

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Please list your three top preferences for fields of practice. For example: Elderly, Child Welfare, School Social Work, Behavioral Health, Refugee and Immigrant/Multicultural, etc. Please do not list specific agencies.
Can you provide services in any language other than English? Please list:

Because of changes in University policy, students are required to obtain health insurance coverage before entering their fieldwork placement. Please visit the campus Student Health office to obtain a pamphlet, which explains the University policy in detail.

Are you currently covered by health insurance? _____Yes _____No

I understand that I need to make arrangements for health coverage prior to beginning my placement. _______Yes _______No

Additional comments: Please list any other information that will assist the field office in helping to arrange your field placement. For example: concerns about transportation, child care, health factors, employment, etc.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Please note: Students who are pursuing degrees leading to application for professional licensure or certification, and/or who will be participating in clinical placements, internships, or practica through their USM program should be aware that their host facility may require a criminal background check, fingerprinting, or drug screening. Students may consult the certification body corresponding to their intended occupation for more details. Successful completion of a program of study at USM does not guarantee licensure, certification, or employment in the relevant occupation.
University of Southern Maine School of Social Work

FOUNDATION YEAR COMPETENCY BASED LEARNING CONTRACT

1st Semester

This Learning Contract should be developed by the student and Field Instructor in consultation with the onsite supervisor if necessary, completed and signed by all parties

No later than __________________

Attached additional pages as needed.

Agency

Address

Field Instructor ____________________________________

Telephone ________________________

Field Instructor Email address __________________________________

Learning Contract Period: Begin ____________ End ____________

(Dates placement is expected to begin and end)

Regular Schedule of Placement Hours:

<table>
<thead>
<tr>
<th>AM</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Weekly supervision session is scheduled for: ____________________________

Brief Description of Field Placement Activities and Responsibilities:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
RULES OF PROFESSIONAL CONDUCT FOR ALL STUDENTS IN FIELD PRACTICUM EXPERIENCES

Students shall behave in a legal, ethical, and moral manner in the conduct of their Field Practicum Experience, maintaining both a personal and professional integrity, and avoiding any actions or involvement in procedures not approved by qualified field instructors which would cause harm to others.

Students will understand their responsibilities and practice within the limits of their defined roles, training, and competencies as defined and approved in the Affiliation Agreement. They shall be expected to adhere to all agreed upon requirements with regard to attendance, required clock hours, and performance of duties as contracted or amended.

Students shall respect the integrity and protect the welfare of the individuals and the groups with whom they work. They shall not misrepresent their roles or competencies to agency staff, clients, patients, or others. Professional concerns or problems with others shall be discussed with the agency field instructor or field faculty liaison.

Students shall, at all times, respect the confidentiality of information about clients or patients in the course of their Field Practicum Experience. They also shall be aware of agency policies or guidelines relating to research or training with human subjects.

Students will avoid undertaking any activity in which competency, personal problems, or conflicts of interest and/or understanding are likely to lead to inadequate performance. If, or when, such a situation arises, they shall seek Field Instructor and Field Faculty Liaison assistance to determine the appropriate course of action.

Students acknowledge that they have read and will abide by the NASW Code of Ethics, the current MSW Field Manual, and the current MSW Student Handbook.

I fully understand and agree to abide by these rules of professional conduct for students in a Field Practicum Experience. I understand that failure to follow the above guidelines may result in an academic review and/or dismissal from the program.

Signed: ________________________________  ________________________________  ________________________________  
(Month)  (Day)  (Year)

Field Practicum Student

________________________________________

Field Instructor

________________________________________
<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>LEARNING ACTIVITIES</th>
<th>METHODS OF ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECTION I: Identifies as a professional social worker and conducts oneself accordingly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develops advocacy skills to facilitate client access to agency services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Builds capacity for personal reflection and self-correction to develop as a professional.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands and establishes professional roles and boundaries.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates professional demeanor in behavior, appearance, dress, and communication.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates responsible and reliable time management skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learns to utilize supervision by coming prepared, presenting work openly, and seeking critical feedback.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learns to accept and utilize critical feedback from supervisor as evidenced through self-evaluation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands when to seek out consultation from supervisor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEARNING OBJECTIVES</td>
<td>LEARNING ACTIVITIES</td>
<td>METHODS OF ASSESSMENT</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>SECTION II:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Applies social work ethical principles to guide professional practice</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes own personal values in a way that is consistent with professional practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SECTION III:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Apply critical thinking to inform and communicate professional judgments</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describes the use of critical thinking skills in the context of practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SECTION IV:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Engage diversity (broadly defined) and difference in practice</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes ways in which cultural structures and norms may oppress, marginalize, alienate, create, or enhance privilege and power.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates the importance self-awareness of personal biases and values.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands how personal biases and values inform culturally sensitive practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates understanding of the importance of difference in shaping life experiences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presents self as an open and active learner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Views and treats all people with dignity and respect.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## LEARNING OBJECTIVES

### SECTION V:

*Advances human rights and social and economic justice*

Demonstrates understanding of human rights and social and economic justice in relation to social work practice.

### SECTION IX:

*Responds to contexts that shape practice*

Develops awareness of the various social and economic forces and trends that influence the delivery and accessibility of social services.

Develops understanding of importance to promote sustainable changes in service delivery and accessibility of social services.

### SECTION X:

*Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities*

#### A. ENGAGEMENT

Relates with client systems in a purposeful and respectful code of manner in accordance with the professional conduct.

Uses empathy, active listening skills with client systems.

Works to develop mutually agreed upon goals and desired outcomes with client systems.
**UNIVERSITY OF SOUTHERN MAINE**  
School of Social Work  
FOUNDATION YEAR LEARNING CONTRACT  
Competency Based 1st Semester

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>LEARNING ACTIVITIES</th>
<th>METHODS OF ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECTION X(con’t): Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A. ASSESSMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collects, organizes, and interprets client data.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies client strengths and challenges.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develops mutually agreed upon intervention goals and objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. INTERVENTION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works in accordance with Agency/organizational goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helps clients resolve problems.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
University of Southern Maine School of Social Work

FOUNDATION YEAR COMPETENCY BASED LEARNING CONTRACT

2nd Semester

This Learning Contract should be developed by the student and Field Instructor in consultation with the onsite supervisor if necessary, completed and signed by all parties

No later than _______________________

Attached additional pages as needed.

Agency

Address

Field Instructor ________________________________

Telephone ________________________

Field Instructor Email address ________________________________

Learning Contract Period: Begin _____________ End _____________

(Dates placement is expected to begin and end)

Regular Schedule of Placement Hours:

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM</td>
<td>PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Weekly supervision session is scheduled for: ________________________________

Brief Description of Field Placement Activities and Responsibilities:

________________________________________________________________________

________________________________________________________________________
RULES OF PROFESSIONAL CONDUCT FOR ALL STUDENTS IN FIELD PRACTICUM EXPERIENCES

Students shall behave in a legal, ethical, and moral manner in the conduct of their Field Practicum Experience, maintaining both a personal and professional integrity, and avoiding any actions or involvement in procedures not approved by qualified field instructors which would cause harm to others.

Students will understand their responsibilities and practice within the limits of their defined roles, training, and competencies as defined and approved in the Affiliation Agreement. They shall be expected to adhere to all agreed upon requirements with regard to attendance, required clock hours, and performance of duties as contracted or amended.

Students shall respect the integrity and protect the welfare of the individuals and the groups with whom they work. They shall not misrepresent their roles or competencies to agency staff, clients, patients, or others. Professional concerns or problems with others shall be discussed with the agency field instructor or field faculty liaison.

Students shall, at all times, respect the confidentiality of information about clients or patients in the course of their Field Practicum Experience. They also shall be aware of agency policies or guidelines relating to research or training with human subjects.

Students will avoid undertaking any activity in which competency, personal problems, or conflicts of interest and/or understanding are likely to lead to inadequate performance. If, or when, such a situation arises, they shall seek Field Instructor and Field Faculty Liaison assistance to determine the appropriate course of action.

Students acknowledge that they have read and will abide by the NASW Code of Ethics, the current MSW Field Manual, and the current MSW Student Handbook.

I fully understand and agree to abide by these rules of professional conduct for students in a Field Practicum Experience. I understand that failure to follow the above guidelines may result in an academic review and/or dismissal from the program.

Signed: ________________________________
(Month) (Day) (Year)

Field Practicum Student

Field Instructor

______________________________
<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>LEARNING ACTIVITIES</th>
<th>METHODS OF ASSESSMENT</th>
</tr>
</thead>
</table>
| **SECTION I:** *Identifies as a professional social worker and conducts oneself accordingly*  
Develops advocacy skills to facilitate client access to agency services.  
Builds capacity for personal reflection and self-correction to develop as a professional.  
Understands and maintains professional roles and boundaries.  
Demonstrates professional demeanor in behavior, appearance, dress, and communication.  
Develops responsible and reliable time management skills.  
Functions as an active learner who seeks new and additional knowledge.  
Learns to utilize supervision by coming prepared and, presenting work openly, and seeking critical feedback.  
Learns to accept critical feedback from supervisor.  
Understands when to seek out consultation from supervisor. |  |  |
**LEARNING OBJECTIVES**

**SECTION II:**

*Applies social work ethical principles to guide professional practice*

- Recognizes own personal values in a way that is consistent with professional practice.
- Distinguishes own personal values in a way that is consistent with social work values.
- Develops knowledge of NASW Code of Ethics as a guide for ethical decision making in practice.
- Understands the ambiguity in processing ethical conflict.
- Develops knowledge of ethical reasoning to arrive at principled decisions.

**SECTION III:**

*Apply critical thinking to inform and communicate professional judgments*

- Describes the use of critical thinking skills in the context of practice.
- Evidences effective oral and written communication in working with:
  a) Individuals
  b) Families
  c) Groups
  d) Organizations
  e) Communities
  f) Colleagues

**LEARNING ACTIVITIES**

Identifies and applies multiple sources of knowledge.

Recognizes and compares models of assessment and intervention.

**METHODS OF ASSESSMENT**
<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>LEARNING ACTIVITIES</th>
<th>METHODS OF ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SECTION IV:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage diversity (broadly defined) and difference in practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes ways in which cultural structures and norms may oppress, marginalize, alienate, create, or enhance privilege and power.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates the importance of self-awareness of personal biases and values.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands how personal biases and values inform culturally sensitive practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates understanding of the importance of difference in shaping life experiences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presents self as an open and active learner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Views and treats all people with dignity and respect.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SECTION V:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advances human rights and social and economic justice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates understanding of human rights and social and economic justice in relation to social work practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEARNING OBJECTIVES</td>
<td>LEARNING ACTIVITIES</td>
<td>METHODS OF ASSESSMENT</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Demonstrates knowledge of empowerment principles in promoting social and economic justice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhibits understanding of the forms and mechanisms of oppression and discrimination.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies gaps in services and resources and understands the connection between resource disparities and the forces of oppression.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SECTION VI:</strong> Engages in research-informed practice and practice-informed research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates understanding of theories of human behavior to inform practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge of human behavior in assessments, interventions, and evaluations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SECTION VII:</strong> Apply knowledge of human behavior and the social environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates understanding of theories of human behavior to inform practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge of human behavior in assessments, interventions, and evaluations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employs critical thinking skills to examine constructs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**LEARNING OBJECTIVES**

**SECTION VIII:**
*Engage in policy practice to advance social and economic well-being and to deliver effective social work services*

- Demonstrates understanding of historical development of social welfare system.
- Applies conceptual tools to analyze social policy.

**SECTION IX:**
*Responds to contexts that shape practice*

- Develops awareness of the various social and economic forces and trends that influence the delivery and accessibility of social services.
- Develops understanding of importance to promote sustainable changes in service delivery and practice to improve the quality of social services.

**SECTION X:**
*Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities*

- **A. ENGAGEMENT**
  - Relates with client systems in a purposeful and respectful manner in accordance with the professional code of conduct.
  - Uses empathy, active listening and other interpersonal skills with client systems.
  - Works to develop mutually agreed upon goals and desired outcomes with client systems.

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>LEARNING ACTIVITIES</th>
<th>METHODS OF ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SECTION VIII:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Engage in policy practice to advance social and economic well-being and to deliver effective social work services</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Demonstrates understanding of historical development of social welfare system.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Applies conceptual tools to analyze social policy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SECTION IX:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Responds to contexts that shape practice</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Develops awareness of the various social and economic forces and trends that influence the delivery and accessibility of social services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Develops understanding of importance to promote sustainable changes in service delivery and practice to improve the quality of social services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SECTION X:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- <strong>A. ENGAGEMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Relates with client systems in a purposeful and respectful manner in accordance with the professional code of conduct.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Uses empathy, active listening and other interpersonal skills with client systems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Works to develop mutually agreed upon goals and desired outcomes with client systems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>desired outcomes with client systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develops mutually agreed upon goals and desired outcomes with client systems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. ASSESSMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collects, organizes, and interprets client data.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies client strengths and limitations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies mutually agreed upon intervention goals and objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chooses intervention strategies that are beneficial to client systems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C. INTERVENTION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works in accordance with agency/organizational goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helps clients resolve problems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negotiates, mediates, and advocates for clients.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates skill for facilitating transitions and endings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands importance of prevention in social work practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A. EVALUATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critically analyzes, monitors, and evaluates interventions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
University of Southern Maine School of Social Work
CONCENTRATION YEAR COMPETENCY BASED LEARNING CONTRACT

This Learning Contract should be developed by the student and Field Instructor in consultation with the onsite supervisor if necessary, completed and signed by all parties no later than ________________

Attach additional pages if needed.

Student
Academic year____
Is this an employment-based placement? Yes____ No____

Agency

Address

Field Instructor ________________________________

Telephone ________________________________

Field Instructor Email address ________________________________

Learning Contract Period: Begin _______ End _______
(Dates placement is expected to begin and end)

Regular Schedule of Placement Hours:

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Weekly supervision session is scheduled for: ________________________________

Brief Description of Field Placement Activities and Responsibilities:
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
RULES OF PROFESSIONAL CONDUCT FOR ALL STUDENTS
IN FIELD PRACTICUM EXPERIENCES

Students shall behave in a legal, ethical, and moral manner in the conduct of their Field Practicum Experience, maintaining both a personal and professional integrity, and avoiding any actions or involvement in procedures not approved by qualified field instructors which would cause harm to others.

Students will understand their responsibilities and practice within the limits of their defined roles, training, and competencies as defined and approved in the Affiliation Agreement. They shall be expected to adhere to all agreed upon requirements with regard to attendance, required clock hours, and performance of duties as contracted or amended.

Students shall respect the integrity and protect the welfare of the individuals and the groups with whom they work. They shall not misrepresent their roles or competencies to agency staff, clients, patients, or others. Professional concerns or problems with others shall be discussed with the agency field instructor or field faculty liaison.

Students shall, at all times, respect the confidentiality of information about clients or patients in the course of their Field Practicum Experience. They also shall be aware of agency policies or guidelines relating to research or training with human subjects.

Students will avoid undertaking any activity in which competency, personal problems, or conflicts of interest and/or understanding are likely to lead to inadequate performance. If, or when, such a situation arises, they shall seek Field Instructor and Field Faculty Liaison assistance to determine the appropriate course of action.

Students acknowledge that they have read and will abide by the NASW Code of Ethics, the current MSW Field Manual, and the current MSW Student Handbook.

I fully understand and agree to abide by these rules of professional conduct for students in a Field Practicum Experience. I understand that failure to follow the above guidelines may result in an academic review and/or dismissal from the program.

Signed: ________________________________
(Month) (Day) (Year)

Field Practicum Student

Field Instructor

66
### LEARNING OBJECTIVES

#### SECTION I:

*Identifies as a professional social worker and conducts oneself accordingly*

Advocates for client access to agency services.

Practices personal reflection and self-correction to assure continual professional development.

Understands and functions in accordance with professional roles and boundaries.

Maintains professional demeanor in behavior, appearance, dress, and communication.

Demonstrates responsible and reliable time management skills.

Commits to lifelong learning and utilizes new and additional knowledge.

Engages actively in supervision by coming prepared and presenting work openly, and seeking critical feedback.

Accepts and utilizes critical feedback from supervisor as evidenced through self-evaluation and correction.

Actively seeks out consultation from supervisor.

### LEARNING ACTIVITIES

<table>
<thead>
<tr>
<th>METHODS OF ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>LEARNING OBJECTIVES</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td><strong>SECTION II:</strong></td>
</tr>
<tr>
<td><em>Applies social work ethical principles to guide professional practice</em></td>
</tr>
<tr>
<td>Demonstrates self-awareness of personal values and their impact on professional practice.</td>
</tr>
<tr>
<td>Manages own personal values in a way that is consistent with professional practice.</td>
</tr>
<tr>
<td>Makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.</td>
</tr>
<tr>
<td>Manages ambiguity in processing ethical conflicts.</td>
</tr>
<tr>
<td>Applies strategies of ethical reasoning to arrive at principled decisions.</td>
</tr>
<tr>
<td><strong>SECTION III:</strong></td>
</tr>
<tr>
<td><em>Apply critical thinking to inform and communicate professional judgments</em></td>
</tr>
<tr>
<td>Integrates multiple sources of knowledge, both research and practice-based.</td>
</tr>
<tr>
<td>Applies critical thinking skills in the context of practice.</td>
</tr>
<tr>
<td>Analyzes models of assessment, prevention, intervention, and evaluation.</td>
</tr>
<tr>
<td>LEARNING OBJECTIVES</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>SECTION III (con’t): Demonstrates effective oral and written communication in working with:</td>
</tr>
<tr>
<td>a) Individuals</td>
</tr>
<tr>
<td>b) Families</td>
</tr>
<tr>
<td>c) Groups</td>
</tr>
<tr>
<td>d) Organizations</td>
</tr>
<tr>
<td>e) Communities</td>
</tr>
<tr>
<td>f) Colleagues</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECTION IV: Engage diversity (broadly defined) and difference in practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examines ways in which cultural structures and norms may oppress, marginalize, alienate, create, or enhance privilege and power.</td>
</tr>
<tr>
<td>Applies self-awareness of personal biases and values.</td>
</tr>
<tr>
<td>Asses how personal biases and values inform culturally sensitive practice.</td>
</tr>
<tr>
<td>Integrates understanding of the importance of difference in shaping life experiences.</td>
</tr>
<tr>
<td>Presents self as an open and active learner by continuing to seek educational opportunities.</td>
</tr>
<tr>
<td>Views and treats all people with dignity and respect.</td>
</tr>
<tr>
<td>LEARNING OBJECTIVES</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td><strong>SECTION V:</strong></td>
</tr>
<tr>
<td><em>Advances human rights and social and economic justice</em></td>
</tr>
<tr>
<td>Advocate to eliminate sources of oppression and discrimination.</td>
</tr>
<tr>
<td>Advocates for human rights, social, and economic justice.</td>
</tr>
<tr>
<td>Engages in practices that advance social and economic justice.</td>
</tr>
<tr>
<td>Intervenes to address resource disparities and the forces of oppression.</td>
</tr>
<tr>
<td><strong>SECTION VI:</strong></td>
</tr>
<tr>
<td><em>Engage in research-informed practice and practice-informed research</em></td>
</tr>
<tr>
<td>Conducts practice informed research <em>(Explanation: Does the students use examples from practice to pose questions for further investigation and research?)</em></td>
</tr>
<tr>
<td>Uses research as a basis for selecting and applying research strategies. <em>(Explanation: Does the student base their practice interventions on accepted research findings?)</em></td>
</tr>
<tr>
<td>Prepares and delivers public presentation of research findings.</td>
</tr>
</tbody>
</table>
**LEARNING OBJECTIVES**

**SECTION VII:**
*Apply knowledge of human behavior and the social environment*
Integrates understanding of theories of human behavior in inform practice.

Utilizes knowledge of human behavior in assessments, interventions, and evaluations.

Integrates critical thinking skills to examine theoretical models of practice.

**SECTION VIII:**
*Engage in policy practice to advance social and economic well-being and to deliver effective social work services*
Analysis, formulates, and advocates for policies that advance social well-being.

Utilizes tools in collaboration with colleagues and clients for effective policy action.

<table>
<thead>
<tr>
<th>LEARNING ACTIVITIES</th>
<th>METHODS OF ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### LEARNING OBJECTIVES

#### SECTION IX:

*Responds to contexts that shape practice*
Incorporates awareness of the various social and economic forces and trends influencing the delivery and accessibility of social services to be a change agent in service system.

Collaborates in promoting sustainable changes in services delivery and practice to improve the quality of social services.

#### SECTION X:

*Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities*

**B. ENGAGEMENT**
Engages with client systems in a purposeful and respectful manner in accordance with the professional code of conduct.

Uses empathy, active listening and collaborate Interviewing skills with client systems.

Formulates mutually agreed upon goals and desired outcomes with client systems.

### LEARNING ACTIVITIES

### METHODS OF ASSESSMENT
## LEARNING OBJECTIVES

SECTION X(Con’T):
*Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities*

### C. ASSESSMENT

Utilizes assessment methods and tools in interviewing clients to gather, organize, and interpret client information.

Approaches assessment utilizing a strengths orientation.

Works in collaboration with clients to plan goals and objectives for intervention.

Selects intervention strategies based on research or established best practices.

### D. INTERVENTION

Works in accordance with agency/organizational goals.

Employs effective problem solving strategies with client systems.

Demonstrates confidence and independence in negotiating, mediating, and advocates for clients.

Understands the importance of transitions and endings in working with client systems and implements effective strategies for processing change and terminations.

Implements preventative interventions that enhance client capacities.

### E. EVALUATION

Applies research skills to continuously evaluate practice and utilize findings to critically review and improve intervention skills.

---

<table>
<thead>
<tr>
<th>LEARNING ACTIVITIES</th>
<th>METHODS OF ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX D:

FOUNDATION & CONCENTRATION YEAR FIELD EVALUATIONS

University of Southern Maine
School of Social Work

MSW Field Seminar
Fall Semester

Mid-Semester Field Progress Update

This assignment form is to be completed following a reflective discussion between the field instructor and student. Its purpose is to provide an opportunity for a mutual exchange about how the field experience is progressing. It also serves as a bridge between the faculty field liaison, the student, and the field instructor by highlighting both strengths and areas of potential concern at this early stage. Please use this as a guide for your discussion. The following offers some suggestions for what might be considered in the context of this discussion.

In the following spaces, please write a summary of your discussion, including both the student’s and the field instructor’s perspectives. This is intended to be brief, but if more room is needed, feel free to attach an additional page. Please make sure this form is signed and dated by both the student and field supervisor.

From field instructor's perspective: student attendance, student availability, attitude toward clients, commitment, openness to learning, reliability, professional presentation of self, boundaries, etc.

From the student's perspective: accessibility of field instructor, maintenance of confidentiality, availability, consistency, field instructor's attitude toward their work, respectfulness, openness to student interests, goodness of fit, etc.

Student _________________________________________  Date __________________________

Field Instructor __________________________________  Date __________________________
Student Name: ____________________________ Placement Site: ____________________________

Field Instructor: __________________________ Date Evaluation Completed: __________________________

**Foundation year introduction:** Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of this approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities (CSWE, 2008). The ten competencies are listed below (2.1.1--- 2.1.10), each with corresponding practice behaviors for which students will be assessed. For foundation year students, please understand that performance assessment should be aligned with first year expectations, which is at a beginning level. The entire 0--- 10 point scale should be used to evaluate student achievement considering this level of practice. Please use the comment section to supplement your assessment of each competency.

**Reference**

**To Complete the following evaluation online go to the following link:**

Please use the following scale to evaluate your student.

<table>
<thead>
<tr>
<th>Does Not Meet Expectations</th>
<th>Minimally Meets Expectations</th>
<th>Partially Meets Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

The intern/ student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior expected at this point.

The intern/student demonstrates a limited application of the knowledge, values, and skills related to the performance of the practice behavior, less than what is expected at this point.

The intern/student demonstrates somewhat more than a beginning level of competency of the knowledge, values, and skills related to the performance of the practice behavior.

The intern/student demonstrates a level of competent application of the knowledge, values, and skills related to the performance of the practice behavior expected at this point.

The intern/student demonstrates superior, effective, and even innovative application of the knowledge, values, and skills related to the performance of the practice behavior.
### Competency 2.1.1: Identifies as a professional social worker and conducts oneself accordingly.

<table>
<thead>
<tr>
<th>1. Develops advocacy skills to facilitate client access to Agency services.</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Builds capacity for personal reflection and self-correction to develop as a professional.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>3. Understands and establishes professional roles and boundaries.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>4. Demonstrates professional demeanor in behavior, appearance, dress, and communication.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>5. Demonstrates responsible and reliable time management skills.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>6. Learns to utilize supervision by coming prepared, presenting work openly, and seeking critical feedback.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>7. Learns to accept and utilize critical feedback from supervisor as evidenced through self-evaluation.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>8. Understands when to seek out consultation from supervisor.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Field Instructor comment about this competency:**

**Field Student comment about this competency:**

### Competency 2.1.2: Applies social work ethical principles to guide professional practice.

| 9. Recognizes own personal values in a way that is consistent with professional practice. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | N/A |

**Field Instructor comment about this competency:**

**Field Student comment about this competency:**

### Competency 2.1.3: Apply critical thinking to inform and communicate professional judgments.

| 10. Describes the use of critical thinking skills in the | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | N/A |

76
context of practice.

Field Instructor comment about this competency:

Field Student comment about this competency:

*Competency 2.1.4: Engage diversity (broadly defined) and difference in practice.*

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Recognizes ways in which cultural structures and norms may oppress, marginalize, alienate, create, or enhance privilege and power.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Demonstrates the importance self-awareness of personal biases and values.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Understands how personal biases and values inform culturally sensitive practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Demonstrates understanding of the importance of difference in shaping life experiences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Presents self as an open and active learner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Views and treats all people with dignity and respect.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Competency 2.1.5: Advances human rights and social and economic justice.*

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Demonstrates understanding of human rights and social and economic justice in relation to social work practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Field Instructor comment about this competency:

Field Student comment about this competency:

*Competency 2.1.9: Responds to contexts that shape practice.*
18. Develops awareness of the various social and economic forces and trends that influence the delivery and accessibility of social services.

19. Develops understanding of importance to promote sustainable changes in service delivery and accessibility of social services.

Field Instructor comment about this competency:

Field Student comment about this competency:

*Competency 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.*

A. Engagement

20. Relates with client systems in a purposeful and respectful code of manner in accordance with the professional conduct.

21. Uses empathy, active listening skills with client systems.

22. Works to develop mutually agreed upon goals and desired outcomes with client systems.

Field Instructor comment about this competency:

Field Student comment about this competency:

B. Assessment

23. Collects, organizes, and interprets client data.

24. Identifies client strengths and challenges.

25. Identifies mutually agreed upon intervention goals and objectives.

Field Instructor comment about this competency:

Field Student comment about this competency:
C. Intervention

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. Works in accordance with agency/organizational goals.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>27. Helps clients resolve problems.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Field Instructor comment about this competency:

Field Student comment about this competency:

Signature of Field Instructor: ___________________________________________ Date: __________________

I have read and discussed this evaluation with my field instructor.

Signature of Student: ________________________________________________ Date: __________________

To the student, if you disagree with any portion of this evaluation, please attach a statement.

Thank you very much for your time and effort in completing this Field Evaluation.
Foundation year introduction: Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of this approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities (CSWE, 2008). The ten competencies are listed below (2.1.1---2.1.10), each with corresponding practice behaviors for which students will be assessed. For foundation year students, please understand that performance assessment should be aligned with first year expectations, which is at a beginning level. The entire 0---10 point scale should be used to evaluate student achievement considering this level of practice. Please use the comment section to supplement your assessment of each competency.

Reference

Please indicate the appropriate number on the 0--- 10 point scale for each practice behavior.

<table>
<thead>
<tr>
<th>Conversion Table for Measures of Practice Behaviors within Field Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does Not Meet Expectations</td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>The intern/ student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior expected at this point.</td>
</tr>
</tbody>
</table>

Competency 2.1.1: Identifies as a professional social worker and conducts oneself accordingly.
1. Develops advocacy skills to facilitate client access to Agency services. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | N/A
2. Builds capacity for personal reflection and self-correction to develop as a professional. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | N/A
3. Understands and establishes professional roles and boundaries. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | N/A
4. Demonstrates professional demeanor in behavior appearance, dress, and communication. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | N/A
5. Demonstrates responsible and reliable time management skills. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | N/A
6. Functions as an active learner who seeks new and additional knowledge. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | N/A
7. Learns to utilize supervision by coming prepared, presenting work openly, and seeking critical feedback. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | N/A
8. Learns to accept critical feedback from supervisor. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | N/A
9. Understands when to seek out consultation from supervisor. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | N/A

Field Instructor comment about this competency:

Field Student comment about this competency:

**Competency 2.1.2: Applies social work ethical principles to guide professional practice.**

10. Recognizes own personal values in a way that is consistent with professional practice. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | N/A
11. Distinguishes own personal values in a way that is consistent with social work values. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | N/A
12. Develops knowledge of NASW Code of Ethics as a guide for ethical decision-making in practice. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | N/A
13. Understands the ambiguity in processing ethical conflict. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | N/A
14. Develops knowledge of ethical reasoning to arrive at principled decisions. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | N/A
Field Instructor comment about this competency:

Field Student comment about this competency:

**Competency 2.1.3: Apply critical thinking to inform and communicate professional judgments.**

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Describes the use of critical thinking skills in the context of practice.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>16. Evidences effective oral and written communication in working with individuals.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>17. Evidences effective oral and written communication in working with families.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>18. Evidences effective oral and written communication in working with groups.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>19. Evidences effective oral and written communication in working with organizations.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>20. Evidences effective oral and written communication in working with communities.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>21. Evidences effective oral and written communication in working with colleagues.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>22. Identifies and applies multiple sources of knowledge.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>23. Recognizes and compares models of assessment and intervention.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Field Instructor comment about this competency:

Field Student comment about this competency:

**Competency 2.1.4: Engage diversity (broadly defined) and difference in practice.**

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. Recognizes ways in which cultural structures and norms may oppress, marginalize, alienate, create, or enhance privilege and power.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>25. Demonstrates the importance self-awareness of personal biases and values.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
</tbody>
</table>
26. Understands how personal biases and values inform culturally sensitive practice.

27. Demonstrates understanding of the importance of difference in shaping life experiences.

28. Presents self as an open and active learner.

29. Views and treats all people with dignity and respect.

Field Instructor comment about this competency:

Field Student comment about this competency:

**Competency 2.1.5: Advances human rights and social and economic justice.**

30. Demonstrates understanding of human rights and social and economic justice in relation to social work practice.

31. Demonstrates knowledge of empowerment principles in promoting social and economic justice.

32. Exhibits understanding of the forms and mechanisms of oppression and discrimination.

33. Identifies gaps in services and resources and understands the connection between resource disparities and the forces of oppression.

Field Instructor comment about this competency:

Field Student comment about this competency:

**Competency 2.1.6: Engages in research--- informed practice and practice--- informed research.**
34. Demonstrates understanding of how research evidence informs practice. 0 1 2 3 4 5 6 7 8 9 10 N/A
35. Demonstrates an understanding of how practice experience informs research. 0 1 2 3 4 5 6 7 8 9 10 N/A

Field Instructor comment about this competency:

Field Student comment about this competency:

**Competency 2.1.7: Apply knowledge of human behavior and the social environment**

36. Demonstrates understanding of theories of human behavior to inform practice. 0 1 2 3 4 5 6 7 8 9 10 N/A
37. Demonstrates knowledge of human behavior in assessments, interventions, and evaluations. 0 1 2 3 4 5 6 7 8 9 10 N/A
38. Employs critical thinking skills to examine constructs. 0 1 2 3 4 5 6 7 8 9 10 N/A

Field Instructor comment about this competency:

Field Student comment about this competency:

**Competency 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

39. Demonstrates understanding of historical development of social welfare system. 0 1 2 3 4 5 6 7 8 9 10 N/A
40. Applies conceptual tools to analyze social policy. 0 1 2 3 4 5 6 7 8 9 10 N/A

**Competency 2.1.9: Responds to contexts that shape practice.**
41. Develops awareness of the various social and economic forces and trends that influence the delivery and accessibility of social services.

42. Develops understanding of importance to promote sustainable changes in service delivery and accessibility of social services.

Field Instructor comment about this competency:

Field Student comment about this competency:

**Competency 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

**A. Engagement**

43. Relates with client systems in a purposeful and respectful code of manner in accordance with the professional conduct.

44. Uses empathy, active listening skills with client systems.

45. Works to develop mutually agreed upon goals and desired outcomes with client systems.

Field Instructor comment about this competency:

Field Student comment about this competency:

**B. Assessment**

46. Collects, organizes, and interprets client data.

47. Identifies client strengths and challenges.
48. Identifies mutually agreed upon intervention goals and objectives. 0 1 2 3 4 5 6 7 8 9 10 N/A

49. Chooses intervention strategies that are beneficial to client systems. 0 1 2 3 4 5 6 7 8 9 10 N/A

**Field Instructor comment about this competency:**

**Field Student comment about this competency:**

---

<p>| | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>50. Works in accordance with agency/organizational goals.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>51. Helps clients resolve problems.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>52. Negotiates, mediates, and advocates for clients.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>53. Demonstrates skill for facilitating transitions and endings.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>54. Understands importance of prevention in social work practice.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

**Field Instructor comment about this competency:**

**Field Student comment about this competency:**

---

<p>| | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 55. Analyzes, monitors, and evaluates interventions. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | N/A

---

86
Field Instructor comment about this competency:

Field Student comment about this competency:

Signature of Field Instructor: ___________________________ Date: __________________

By signing this evaluation you are confirming that this student has completed a minimum of 500 field placement hours.

Signature of Student: ___________________________ Date: __________________

I have read and discussed this evaluation with my field instructor.

To the student: if you disagree with any portion of this evaluation, please attach a statement.

Thank you very much for your time and effort in completing this Field Evaluation.
Student Name: __________________________ Placement Site: __________________________

Field Instructor: __________________________

Date Evaluation Completed: ___________ 1st Semester: ___________ 2nd Semester: ___________

Concentration year introduction: Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of this approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities (CSWE, 2008). The ten competencies are listed below (2.1.1---2.1.10), each with corresponding practice behaviors for which students will be assessed. For concentration year students, please understand that performance assessment should be aligned with second year expectations, which is at an advanced level. The entire 0---10 point scale should be used to evaluate student achievement considering this level of practice. Please use the comment section to supplement your assessment of each competency.

Reference

Please indicate the appropriate number on the 0---10 point scale for each practice behavior.

<table>
<thead>
<tr>
<th>Conversion Table for Measures of Practice Behaviors within Field Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does Not Meet Expectations</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>The intern/ student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior expected at this point.</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>The intern/student demonstrates a level of competent application of the knowledge, values, and skills related to the performance of the practice behavior expected at this point.</td>
</tr>
</tbody>
</table>
### Competency 2.1.1: Identifies as a professional social worker and conducts oneself accordingly.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Score</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advocates for client access to agency services.</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Practices personal reflection and self---correction to assure continual professional development.</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>3. Understands and functions in accordance with professional roles and boundaries.</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>4. Maintains professional demeanor in behavior appearance, dress, and communication.</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>5. Demonstrates responsible and reliable time management skills.</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>6. Commits to lifelong learning and utilizes new and additional knowledge.</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>7. Engages actively in supervision by coming prepared, presenting work openly, and seeking critical feedback.</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>8. Accepts and utilizes critical feedback from supervisor as evidenced through self---evaluation and correction.</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>9. Actively seeks out consultation from supervisor.</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Field Instructor comment about this competency:

Field Student comment about this competency:

### Competency 2.1.2: Applies social work ethical principles to guide professional practice.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Score</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Demonstrates self---awareness of personal values and their impact on professional practice.</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>11. Manages own personal values in a way that is consistent with professional practice.</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>12. Makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>13. Manages ambiguity in processing ethical conflicts.</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
</tbody>
</table>

89
| 14. Applies strategies of ethical reasoning to principled decisions | 0 1 2 3 4 5 6 7 8 9 10 N/A |

Field Instructor comment about this competency:

Field Student comment about this competency:

---

**Competency 2.1.3: Apply critical thinking to inform and communicate professional judgments.**

| 15. Integrates multiple sources of knowledge, both research and practice---based. | 0 1 2 3 4 5 6 7 8 9 10 N/A |
| 16. Applies critical thinking skills in the context of practice. | 0 1 2 3 4 5 6 7 8 9 10 N/A |
| 17. Analyzes models of assessment, prevention, intervention, and evaluation. | 0 1 2 3 4 5 6 7 8 9 10 N/A |
| 18. Practices effective oral and written communication in working with individuals. | 0 1 2 3 4 5 6 7 8 9 10 N/A |
| 19. Practices effective oral and written communication in working with families. | 0 1 2 3 4 5 6 7 8 9 10 N/A |
| 20. Practices effective oral and written communication in working with groups. | 0 1 2 3 4 5 6 7 8 9 10 N/A |
| 21. Practices effective oral and written communication in working with organizations. | 0 1 2 3 4 5 6 7 8 9 10 N/A |
| 22. Practices effective oral and written communication in working with communities. | 0 1 2 3 4 5 6 7 8 9 10 N/A |
| 23. Practices effective oral and written communication in working with colleagues. | 0 1 2 3 4 5 6 7 8 9 10 N/A |

Field Instructor comment about this competency:

Field Student comment about this competency:
**Competency 2.1.4: Engage diversity (broadly defined) and difference in practice.**

<p>| | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>24. Examines ways in which cultural structures and norms may oppress, marginalize, alienate, create, or enhance privilege and power.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10 N/A</td>
</tr>
<tr>
<td>25. Applies self-awareness of personal biases and values in practice.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10 N/A</td>
</tr>
<tr>
<td>26. Assess how personal biases and values inform culturally sensitive practice.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10 N/A</td>
</tr>
<tr>
<td>27. Integrates understanding of the importance of difference in shaping life experiences.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10 N/A</td>
</tr>
<tr>
<td>28. Presents self as an open and active learner by continuing to seek educational opportunities.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10 N/A</td>
</tr>
<tr>
<td>29. Views and treats all people with dignity and respect.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10 N/A</td>
</tr>
</tbody>
</table>

**Field Instructor comment about this competency:**

**Field Student comment about this competency:**

**Competency 2.1.5: Advances human rights and social and economic justice.**

<p>| | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>30. Advocate to eliminate sources of oppression and discrimination.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10 N/A</td>
</tr>
<tr>
<td>31. Advocates for human rights, social, and economic justice.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10 N/A</td>
</tr>
<tr>
<td>32. Engages in practices that advance social and economic justice.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10 N/A</td>
</tr>
<tr>
<td>33. Intervenes to address resource disparities and the forces of oppression.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10 N/A</td>
</tr>
</tbody>
</table>

**Field Instructor comment about this competency:**
Field Student comment about this competency:

**Competency 2.1.6: Engages in research--- informed practice and practice--- informed research.**

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>34. Conducts practice informed research. <em>(Explanation: Does the student use examples from practice to pose questions for further investigation and research?)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35. Uses research evidence as a basis for selecting and applying practice interventions. <em>(Explanation: Does the student base their practice interventions on accepted research findings?)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36. Prepares and delivers public presentation of research findings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Field Instructor comment about this competency:

Field Student comment about this competency:

**Competency 2.1.7: Apply knowledge of human behavior and the social environment**

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>37. Integrates understanding of theories of human behavior to inform practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38. Utilizes knowledge of human behavior in assessments, interventions, and evaluation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39. Integrates critical thinking skills to examine theoretical models of practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Field Instructor comment about this competency:

Field Student comment about this competency:
**Competency 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

<table>
<thead>
<tr>
<th>40. Analyzes, formulates, and advocates for policies that advance social well-being.</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>41. Utilizes tools in collaboration with colleagues and clients for effective policy action.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Field Instructor comment about this competency:**

**Field Student comment about this competency:**

**Competency 2.1.9: Responds to contexts that shape practice.**

<table>
<thead>
<tr>
<th>42. Incorporates awareness of the various social and economic forces and trends influencing the delivery and accessibility of social services to be a change agent in service systems.</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>43. Collaborates in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Field Instructor comment about this competency:**

**Field Student comment about this competency:**

**Competency 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

**A. Engagement**

<table>
<thead>
<tr>
<th>44. Engages with client systems in a purposeful and respectful manner in accordance with the professional code of conduct.</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>45. Uses empathy, active listening, and collaborative interviewing skills with client systems.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
</tbody>
</table>

93
46. Formulates mutually agreed upon goals and desired outcomes with client systems.

Field Instructor comment about this competency:

Field Student comment about this competency:

B. Assessment

47. Utilizes assessment methods and tools in interviewing clients to gather, organize, and interpret client information.

48. Approaches assessment utilizing a strengths orientation.

49. Works with collaboration with clients to plan goals and objectives for intervention.

50. Selects intervention strategies based on research or established best practices.

Field Instructor comment about this competency:

Field Student comment about this competency:

C. Intervention

51. Works in accordance with agency/organizational goals.

52. Employs effective problem solving strategies with client systems.

53. Demonstrates confidence and independence in negotiating, mediating, and advocating for clients.
54. Understands the importance of transitions and endings in working with client systems and implements effective strategies for processing change and terminations.

55. Implements preventative interventions that enhance client capacities.

Field Instructor comment about this competency:

Field Student comment about this competency:

D. Evaluation

56. Applies research skills to continuously evaluate practice and utilize findings to critically review and improve intervention skills.

Field Instructor comment about this competency:

Field Student comment about this competency:

Signature of Field Instructor: ____________________________ Date: __________________

By signing this evaluation you are confirming that this student has completed a minimum of 600 field placement hours.

Signature of Student: ____________________________ Date: __________________

I have read and discussed this evaluation with my field instructor.

To the student: if you disagree with any portion of this evaluation, please attach a statement.

Thank you very much for your time and effort in completing this Field Evaluation.
APPENDIX E: FIELD PLACEMENT ATTENDANCE SHEETS

University of Southern Maine
School of Social Work
Fall 2014

STUDENT: ________________________________  AGENCY: ________________________________

<table>
<thead>
<tr>
<th>WEEK BEGINNING</th>
<th>HOURS</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPTEMBER 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEPTEMBER 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEPTEMBER 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEPTEMBER 22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEPTEMBER 29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCTOBER 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCTOBER 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCTOBER 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCTOBER 27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOVEMBER 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOVEMBER 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOVEMBER 17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOVEMBER 24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DECEMBER 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DECEMBER 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DECEMBER 15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional 1st Semester Hours Total
*(please indicate dates)*

Supervisor Signature: ________________________________  Date: ________________________________

Student Signature: ________________________________  Date: ________________________________
FIELD PLACEMENT ATTENDANCE SHEETS
University of Southern Maine
School of Social Work
Spring 2015

<table>
<thead>
<tr>
<th>WEEK BEGINNING</th>
<th>HOURS</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>JANUARY 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JANUARY 19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JANUARY 26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEBRUARY 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEBRUARY 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEBRUARY 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEBRUARY 23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MARCH 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MARCH 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MARCH 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MARCH 23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MARCH 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APRIL 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APRIL 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APRIL 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APRIL 27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAY 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Additional 2nd Semester Hours (please indicate dates) |   |
| Total of 1st Semester and 2nd Semester Hours |   |

Supervisor Signature ___________________________ Date __________

Student Signature ___________________________ Date __________
1. In order for place of employment to be approved as field placement, the following must have taken place.

Student will have consulted with the field coordinators, providing a preliminary Plan of Study (in written form) outlining how their field placement will differ from paid employment. A current job description should be attached, as well as a detailed description of the different tasks and duties that will be considered placement work and a clear statement regarding the number of hours to be spent in field placement activities.

A field coordinator will have assessed the employment site for field placement suitability, which includes the appointment of a qualified field instructor. The field instructor must be someone other than the student’s employment supervisor and have a MSW with two years post MSW experience (for MSW students) or a BSW/MSW (for BSW students).

Agency/Organization will have agreed to adjust the student’s workload in order for student to carry out responsibilities of field placement and will have assigned different responsibilities to the student than previously undertaken. In addition, Agency/Organization will agree to release student from employment obligations in order to participate in field instruction supervision for an hour and a half per week, attend classes and complete required course work.

Agency/Organization field instructor will make every attempt to attend the field instructor training and will commit to submitting evaluations at the end of each semester.

Preliminary Plan of Study may have been revised following consultation with field faculty liaison, and field department. Please attach a final, revised Plan of Study to Place of Employment Contract. Student, field instructor and work supervisor sign Place of Employment Contract.

Forward signed contract with attached Plan of Study to one of the field coordinators.

We have read and agreed to the attached Plan of Study for ____________________
to do a field placement at our agency/organization. We agree to all conditions and will support the student in completing field placement tasks and activities.

____________________________________________
Agency/Organization Work Supervisor
Date

____________________________________________
Field Instructor
Date

____________________________________________
Student
Date

The field department will make a final decision on the proposal and notify the student as soon as possible. **Field hours cannot be counted until final approval and notification takes place and until student is enrolled in Field Work Seminar.**

Reviewed by: ________________________________
Field Coordinator
Date

Approved_____  Not approved_____  

*Please provide us with the contact information for your field instructor below:*

Name: __________________________________________

Address: _______________________________________

Email address: __________________________________

Phone number: __________________________________
APPENDIX G:

UNIVERSITY OF SOUTHERN MAINE
School of Social Work

Student Evaluation of Field Placement Experience

*Please use the back of this form to answer questions if necessary*

Name of placement agency___________________________________________________________

Name of Student___________________________ Dates at placement_____________

Level of Student: BSW____ Foundation Year MSW____ Concentration Year MSW____

Would you be willing to speak to another student who may be interested in this placement for next fall? ___yes ___no  If so, provide email address or phone number.

Please give a detailed description of the work you did at your placement, highlighting some of the strengths of the experience.

How did the placement help you meet your learning objectives?

What qualities and/or learning style would it be helpful for a student to have in order to gain the most from this placement?
What (if anything) do you wish you’d known about this placement before you’d started there in the fall?

Other comments:
University of Southern Maine School of Social Work

Agency Profile

Name of agency: Date:

Agency address:

Agency telephone phone number:

In arranging for field placements, whom should student contact?

Name of Field Instructor:

Field Instructor telephone number:

Field Instructor email address:

Name of agency director and/or key administrative personnel:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Agency is able to handle: BSW student _____ MSW foundation year student _____
MSW concentration year student _____

How many students can your agency accommodate?

Briefly describe the basic services/programs of the agency, client population served, and the size of your staff.

When (day and time) are agency staff and other important meetings held?

What characteristics or qualities would be helpful for a student to have to best utilize the placement as a learning opportunity?
Would a student who needs a highly structured learning environment do well in this placement?  
____Yes  ____No  Other comments:

List the learning opportunities available for the student in your setting:

Is there adequate physical space for the student(s)?

Does the student need a car?  Is mileage reimbursable?

Can your agency provide an opportunity for students to fulfill part of their required placement hours on evenings or weekends?

Does your agency require any formal training for interns?

If yes, how many training hours are required?

When is the training offered?

Can the training be completed online?

Is the agency handicapped accessible?

Agency Requirements:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background check (SBI)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Immunizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(If yes, please name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>immunizations required)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other pertinent information:
APPENDIX I:

Master Student Affiliation Agreement

This Agreement is entered into between ____________________________, ("Facility"), and the University of Maine System, on behalf of all of its campuses, (the Institution) a public, non-profit educational institution located in Maine.

Recitals:

1. Institution is an educational institution with approved programs within various educational disciplines (hereinafter the "Programs"), which are benefitted by educational experiences and training for students therein enrolled.

2. Facility operates facilities and employs or has arrangements with professionals and is able to provide educational experience and training required by the Programs sponsored by the Institution.

3. It is to the benefit of the Institution that the resources of Facility be made available to its students and faculty for the provision of educational experiences and training toward attainment of the goals of the Programs. It is beneficial to both the Institution and Facility to collaborate in the educational preparation of students enrolled in the Programs so as to promote excellence in care, support professional competence, and afford maximum utilization of community resources.

Now, therefore, in consideration of the mutual promises herein contained, and other good and valuable consideration, the receipt whereof is hereby acknowledged, the parties agree as follows:

1. Purpose. The purpose of this Agreement is to establish procedures and guidelines for the provision of educational experiences within the facilities operated by Facility for students of the Programs (the educational experiences of the Institution taking place at Facility shall be referred to as the "Educational Programs"). Educational Programs include programs seeking academic credit for their placement or in conducting research for either academic credit or community service credit.

2. Term. The term of this Agreement shall be for a period of One (1) year beginning on ________________, 20__ and ending ________________, 20__. This Agreement shall be renewed automatically for additional terms of One (1) year each, unless either party provides notice to the other no less than Ninety (90) days prior to the end of the then current term that they wish to terminate the Agreement as of the end of the current term.

3. General Compliance. During the term of this Agreement, the Facility and Institution shall comply with all applicable laws, rules and regulations relating to or pertaining to its existence and operations and shall secure and maintain all applicable approvals, certifications, accreditations, or licenses in order to execute its obligations under this Agreement.

4. Standards of Conduct. During the term of this Agreement, Institution and any students participating in Educational Programs shall comply with the Facility policies and procedures which have been provided to the Institution at the time of execution of this Agreement, and may be updated as needed, after written notice.

5. Responsibilities and Duties of Institution. In addition to the other responsibilities and duties required under this Agreement, Institution shall during the term:
   A. Present students for participation in the Educational Program who have adequate prerequisite instruction and who, in the discretion of the faculty of the Institution, have adequately fulfilled the prerequisite requirements of the curriculum for the Educational Program.
   B. Indemnify and hold Facility and its trustees, officers, employees and/or agents harmless from and against any and all claims and liabilities, including reasonable attorney's fees, relating to personal injury or property damage to the extent caused by the negligent acts or omissions of the Institution, its directors, employees, students and/or agents in connection with or arising out of this Agreement. This indemnification obligation shall not apply to any claim for which Institution would not be liable
under the Maine Tort Claims Act (14 M.R.S.A. '8101, et seq.) if such claim were made directly against Institution and Institution shall continue to enjoy all rights, claims, immunities and defenses available to it under law.

C. Advise Facility no less than Thirty (30) days prior to the commencement of the Educational Program of the names of students who will participate in the Educational Program and the dates (start date and end date), total hours, and days/times each such student will be assigned to educational experiences as determined by the Educational Program curriculum and students' class schedules, except in the case of Social Work, where students interview and negotiate their schedules. Students are not to start educational experiences on site until all clearance and orientation requirements have been met and confirmed in writing. In the case of pre-doctoral interns in School Psychology and Masters’ students in Counselor Education, selection of students will be up to the Facility and not the Institution.

D. Provide the services of a faculty, administrative, and/or leadership member of the Program who will:
   i. Plan, in conjunction with staff member(s) of Facility, the educational experiences and assignments which will fulfill the educational requirements of the curriculum for the Educational Program; and
   ii. Meet with staff member(s) of Facility to discuss the quality of the educational experiences and any problems that may have arisen in the provision of those experiences; and
   iii. Designate a qualified person (providing contact information - email, address, phone and fax) who will coordinate and communicate with Facility regarding implementation of this Agreement throughout its Term and propose to Facility educational schedules for participating students, which schedules shall be subject to approval and modification by Facility.
   iv. Upon written request, submit documentation evidencing licensure by the applicable Board for all its faculty members participating at the Facility under this Agreement.

E. Retain responsibility for the education of students in and for the curriculum of the Educational Program, its design, delivery and quality.

F. Acknowledge that each student and faculty member participating in the Educational Program must receive proper orientation from Facility regarding all required licensing/accreditation topics including the Health Insurance Portability and Accountability Act ("HIPAA") prior to beginning their educational experience on site and provide all needed documentation requested to include but not be limited to a confidentiality statement prior to beginning their education experience on site.

G. Explain to Facility the philosophy, purposes, and objectives of the Educational Program, the curriculum of the Institution of which the Educational Program is a part, and the criteria for selection of educational experiences for the students.

H. Notify Facility as soon as practical of any changes in: the Educational Program or policies or procedures relating to the Educational Program; designations of faculty to participate in the Educational Program; designation of the Institution's coordinator for the Educational Program; assignment of students to the Educational Program, or attendance of students in the Educational Program.

I. Arrange cooperatively with Facility for the orientation of students and faculty to the educational area at Facility.

J. Upon request, evaluate annually the effectiveness of the Educational Program and communicate with Facility regarding the evaluation.

K. Require that its students: appear in such dress as is prescribed by or acceptable to Facility; observe the hours of educational participation agreed upon by Facility and the Institution; and participate in relevant departmental activities.

L. Be responsible for the maintenance and replacement of its own equipment used in the Educational Program.

M. All students and faculty of the Institution assigned to Facility pursuant to this Agreement must
provide confirmation that all students and on site faculty have, based upon vaccination records or proof of immunity, current and appropriate vaccination or proof of immunity for (1) measles (Rubeola), mumps and Rubella (German Measles), (2) Varicella (chicken pox), (3) influenza or declination on file at Facility completed for the defined influenza season, (4) Tuberculin test (PPD) negative results or positive results with documentation of TB not being active completed no later than within a year of student experience (can also be referred to TST tuberculin skin testing), (5) Hepatitis B or declination on file at Facility (for students with direct resident/patient contact), and (6) Pertussis usually administered with tetanus diphtheria or declination on file at Facility (for students with direct resident/patient contact).

N. Have the student provide to Facility, if required, the results of a Maine Criminal Background check conducted at the expense of the student or the Institution prior to the placement of the student. The decision as to the acceptance of a student is the Facility’s to make unilaterally.

6. Responsibilities and Duties of Facility. In addition to other responsibilities and duties required under this Agreement, Facility shall during the term:

   A. Make provision for supervised educational experiences for students that fulfill the curriculum requirements of the Educational Program and meet the objectives agreed upon by the Institution and Facility.

   B. Provide the Institution with the number of student placements available or reasonable notice in the event it is unable to place Institution students.

   C. Provide the Institution's participating students and faculty with an orientation to Facility, or orientation packets about Facility.

   D. Provide, to the extent feasible and reasonably practicable, the services of staff members who will:
      i. If relevant, assist the Institution's coordinating faculty members with the planning of educational experiences and educational assignments; and
      ii. Communicate with the Institution's coordinating faculty members to discuss the quality of the educational experiences and any problems which may have arisen in the provision of those experiences.

   E. Provide for qualified supervision of all educational activities. Facility shall retain sole responsibility for patient/client/pupil care. Students will be supervised by a professional licensed in the jurisdiction where the Facility is located.

   F. Allow faculty members of the Institution access to the property of Facility for the purposes of coordinating, observing and instructing students engaged in educational experiences.

   G. Provide, on forms furnished by the Institution or as otherwise approved by the Institution, any needed or appropriate evaluation and report on the performance of each student participating on a full-time basis. Facility agrees to implement and maintain reasonable safeguards to ensure the security and confidentiality of student records and information, protect against anticipated threats to the security or integrity of such records and information and protect against unauthorized access to, or use of, such records and information that could result in substantial harm or inconvenience to the student. Facility shall not use or disclose student information received from or on behalf of the Institution (or its students) except as permitted or required by the Agreement or as required by law.

   H. Determine, in its own discretion, but after consultation with the Institution, the maximum number of students who may participate in the Educational Program.

   I. Orient students and faculty as to all applicable facilities, roles, regulations, quality requirements, policies, and procedures of Facility (including all applicable policies relating to the privacy and confidentiality of health care information) as they relate to the activities of students participating in the Educational Program. Facility shall also notify the Institution of any changes in facilities, rules, regulations, quality requirements, policies, or procedures that could materially affect the Educational Program. Provide students and faculty with educational materials and training addressing (i) the principles and requirements of HIPAA, and (ii) Facility policies and procedures relative to HIPAA.
J. Provide space for meetings and discussions for the Institution's faculty and students to the extent that appropriate space is available.

K. In the case of School Psychology pre-doctoral interns and Master’s students in Counselor Education, provide private office space adequate for individualized assessment, consultation and therapy.

L. Be responsible for maintenance and replacement of its own equipment used in the Educational Program.

M. Allow the Institution to identify Facility as a provider of educational affiliation in the Institution's catalogs and materials relating to recruitment of students, subject to prior approval by Facility.

N. Comply with all regulations and laws, including those affecting health and safety and exposure to blood or other potentially infectious bodily fluids, including providing to students the same testing and counseling provided to the Facility's employees.

O. Provide initial emergency care, if available, for students who are injured or become ill while on duty in an assignment at Facility. It is understood that students (or their parents or guardians as the case may be) shall be responsible for their own medical expenses, whether incurred at Facility or elsewhere.

P. Indemnify and hold Institution and its trustees, officers, employees and/or agents harmless from and against any and all claims and liabilities, including reasonable attorney's fees, relating to personal injury or property damage to the extent caused by the negligent acts or omissions of the Facility, its directors, employees and/or agents in connection with or arising out of this Agreement.

Q. At all times when a Counselor Education student is working on site, there will be another facility employee on site to assist with emergency situations.

7. Termination. Either party may terminate this Agreement by providing the other party with no less than Ninety (90) days written notice prior to the effective date of the termination. If notice of termination is given by either party, students currently assigned to Facility by the Institution shall be permitted to complete their Educational Program at Facility, unless continued participation in the Educational Program would not be reasonably practical for Facility or the Institution.

8. Non-Employee Status. Although the parties understand and agree that students and faculty of the Institution participating in the Educational Program are deemed to be part of the work force of Facility for purposes of 45 C.F.R. Section 160.103 (HIPAA), the parties also understand and agree that students and faculty of the Institution participating in the Educational Program shall not serve or be classified as employees of Facility. Except for pre-doctoral interns in the School Psychology Program and Counseling students, students and faculty shall not be entitled to any compensation for participation in the educational experience, and neither students nor faculty participating in the educational experience, nor the Institution, shall be entitled to any payment from Facility for any vacation pay, paid sick leave, retirement benefits, social security, worker's compensation, health, disability, professional malpractice or unemployment insurance benefits or any other employee benefits of any kind. School Psychology pre-doctoral interns and Counseling students may receive monetary compensation from the Facility in the form of a stipend. Nothing in this Agreement shall preclude receipt by Facility of compensation from any person or entity for services performed by a student in the Educational Program. It is intended that for all purposes the students shall be considered students of the Institution and not employees of Facility or the Institution.

9. Insurance. Institution shall maintain, and on request furnish proof of, commercial general liability insurance (including coverage for professional malpractice of students while in practicum) in an amount of coverage of not less than $1,000,000 per occurrence and $3,000,000 annual aggregate, insuring against the negligent acts or omissions of University students or faculty participating in the Educational Program at the Facility pursuant to this Agreement.

10. Non-Discrimination. The parties agree that during the term of this Agreement, they will not engage in any form of discrimination on the basis of race, national origin, religion, sex, color, age, disability, sexual orientation, including transgender status and gender expression, veteran's status, genetic
information, citizenship status or any other basis that is or may become a prohibited consideration or classification. The Institution encourages the employment of individuals with disabilities.

11. Assignment. This Agreement may not be assigned by the Institution without the express written consent of Facility.

12. Integration. This Agreement constitutes the entire Agreement between the parties with respect to the subject matter hereof and supersedes all prior agreements, arrangements or understandings with respect thereto. This Agreement shall not be modified in any way, except in writing, signed by both parties.

13. Waiver. Failure of any party to insist upon strict compliance with any of the terms of this Agreement in one or more instances shall not be deemed to be a waiver of its rights to insist upon such compliance in the future.

14. Applicable Law. This Agreement shall be construed and governed in accordance with the laws of the State of Maine, except for its conflict of law provisions.

15. Forum Selection. Any proceeding arising between the parties and any matter pertaining to this Agreement shall be brought exclusively in the State or Federal Courts located in the State of Maine.

16. Agreement Binding. This Agreement shall bind the parties hereto, their heirs, successors and permitted assigns.

17. Notices. Any requirement to "notify" or "for notice" or "notification" in connection with this Agreement shall be in writing and shall be effective when delivered personally, including Federal Express, Express Mail, or some other courier service or Five (5) days after deposit into the United States Mail, Certified Mail, Return Receipt Requested, first class postage prepaid, addressed to such party at the address set forth below. Either party may designate a different address by written notice.

If to Institution, to: ____________________________________________
If to Facility, to: ____________________________________________

18. Third Parties. Facility and Institution agree that it is not their intent to create any enforceable rights in third parties by the execution of this Agreement.

19. Amendment. This Agreement may only be amended by a writing signed by both parties.

20. Student Removal. Institution shall accord the Facility the right to suspend or terminate the affiliation of any student for reasons of unsatisfactory performance, a medical condition which renders the student unable to perform Program requirements with reasonable accommodation, or other reasonable causes. Any action which may result in suspension or termination will not take effect until an Institution representative and a Facility representative have discussed the situation and have come to an agreement on the appropriate action to be taken. This does not limit the right of the Facility in its sole discretion on any specific occasion to deny the privilege of practice or participation in the Educational Program at the Facility when in the considered opinion of the Facility, it is in the best interest of its clients to do so.

In Witness Whereof, the parties have executed this Agreement effective as of the day and year first above written.

Facility

By: ________________________________
Title: ______________________________

Institution

By: ________________________________
Title: ______________________________

108
Q. What type of insurance does the University System acquire?

A. The University System acquires several types of insurance, most of which fall into two general categories, liability and property.

Liability insurance provides protection against claims alleging some action by the University System, an employee, volunteer or student resulting in an injury or damage to a third party or discrimination against a third party. Examples of this type of insurance are commercial general liability insurance, educator's legal liability insurance and auto liability insurance. This coverage is subject to qualifications and interpretations discussed below.

Property Insurance provides protection against the damage or loss of property owned by the University System or property of others in the care, custody and control of the University. Examples of this type of insurance are fire insurance, fine arts insurance, all-risk insurance and auto collision insurance.

Q. What if I am sued because of some action I took while performing my University job?

A. The University System provides general and educator's legal liability insurance protection for employees and volunteers performing their University-related job or function, so long as the employee is acting with the good faith belief that the actions were in the best interests of the University (good faith) and the action is not criminal.

Q. Does this protection extend to claims which result from me driving a personally-owned vehicle on University business?

A. No. The University System does not provide any automobile insurance (collision or liability) to cover the use of a personally-owned vehicle. Any protection must come from personal insurance.

Q. What if I volunteer my services to another organization, does the University System liability insurance protect me from claims?

A. No. The University System General Liability Insurance only provides protection for activities which are a part of your University employment.

Q. I am a student, what liability protection do I have against claims which are the result of my classroom, laboratory or course-required activity outside of the classroom and possibly off campus?

A. The University System has general liability insurance which will provide protection in the event of a claim which resulted from your course-work activity so long as you are acting in good faith and the
action is not criminal.

Q. I volunteer my services to the University to assist in a University program. What liability protection do I have?

A. The University System’s general liability insurance extends to volunteers who are acting on behalf of the University System while performing a University function so long as you are acting in good faith and the action is not criminal.

Q. I am an independent contractor performing a service for the University. Does the University liability insurance provide protection for me?

A. No. As an independent contractor you must provide your own liability protection. Further, you must indemnify the University System against any claims brought against the University as a result of any services you provide to the University. (See Administrative Practice Letter (APL) # 29)

Q. I am a nurse employed by the University in a campus health clinic. Am I protected for medical malpractice claims?

A. Yes. Medical malpractice, as well as other forms of professional malpractice protection, is provided as a part of the general liability insurance to employees and students in professional programs for activities which are a part of their University activity.

Q. The University System has general liability insurance covering incidents at University activities. What if an outside organization wants to rent all or a portion of a University facility for their own program or activity?

A. Whenever an outside organization or individual rents or leases from the University (even if at no cost), an appropriate agreement covering the rental or lease should be signed by the authorized agent of both parties. The agreement must be approved by University Legal Counsel prior to signing, and one of the conditions of the rental or lease agreement must be that the party wishing to rent or lease the facility will provide appropriate liability insurance covering their activities and the University of Maine system is named as an “additional insured” under that insurance. The agreement must also provide for indemnification of the University in the event of a claim.

Q. What if a faculty or staff member wants to use University facilities for their own personal program which is not campus sponsored?

A. From a liability insurance view, the same conditions exist as when an outside organization or individual wants to lease campus space. The University System insurance program covers University programs and alleged negligent actions by University employees while performing their University job. The University System's insurance is not intended to cover incidents caused by other organizations or individuals operating programs not sponsored by the University. This is the reason for the written agreements described in the above question. This does not address the issue of the use of campus facilities as this should be covered by a campus "policy on use of University facilities".
Q. A University program needs to hold a part of its activities in an off-campus location. Does the University System's general liability insurance extend to off-campus locations?

A. Yes, the University's general liability insurance covers the University System activities, even if they are held off-campus.

Q. I occasionally take students off-campus to visit an industrial plant or other off-campus sites as a part of their course work. Is this covered by the University's general liability insurance?

A. Yes, it is, but insurance is not the only item to consider. Whenever a University program takes participants off campus to a location which presents risks greater than would occur in a normal classroom setting, each participant should be informed of the risks to which they may be exposed, and each participant should sign a "Release and Assumption of Risk" covering the particular activity. The format for this "Release" is available from University Legal Counsel. If the participant is under the age of 18, the parent or guardian must sign the form.

Q. I am arranging for students to participate in an off-campus practicum as a part of their academic course work in facilities operated by another organization. The organization has asked for a "Certificate of Liability Insurance". Where do I get this "Certificate"?

A. First of all, this practicum must be covered by a written agreement which has been approved by University Counsel between the University and the other organizations. You should then request this "certificate" through your campus insurance contact. In order to provide the certificate, you need to provide the name and address of the "Certificate Holder", the purpose of the certificate, and the time period which needs to be covered. The request for a "certificate" should be submitted at least 7 days before it is needed to provide time to process the request.

Q. What about Student Organizations, are they covered by the University System liability insurance program?

A. This question is a little more difficult, as it is not yes or no. Student organizations which are directly controlled by the University and for which the University bears a responsibility for their activities are covered by the University liability insurance. Student organizations which are not the direct responsibility of the University are not covered. Student organizations which have elected to become incorporated are not covered, because they are a separate corporation. There is one exception to these generalizations. Student Government organizations for all campuses are covered by the University System liability policy by a specific endorsement even if they have separately incorporated.

Q. I am taking a group of students to Europe as a part of an academic course. Does the University System provide liability insurance covering claims which might arise because of actions by class members?

A. The University System provides liability insurance covering employees or students who are in a foreign country as a part of a University System program or activity. This coverage exists so long as the
employees or students are acting in good faith, the actions are a part of the job or course work, and the action is not criminal. The amount of coverage varies with country. This policy also provides excess auto liability coverage where vehicles are rented or leased to be used as a part of the activity. Auto liability coverage is for the amount in excess of $25,000, up to the limits for the country. This deductible is a campus responsibility. It should be noted that for most types of liability insurance, Canada is included in coverage for US activities and not considered as a foreign country.

Q. My campus is proposing to join with a group of non-University of Maine System Organizations to form an "Alliance" which will offer courses to selected groups of individuals. Does the University System insurance provide coverage for the proposed "Alliance" or the activities of the "Alliance"?

A. There are several parts to the answer to the question. First, the University System insurance does not extend to cover claims against the "Alliance" or the activities of the "Alliance". To the extent that a University employee was sued because of performing services for the "Alliance", coverage would exist for those activities for which the University had a responsibility to the "Alliance" and for which the employees were responsible as a part of the employee's University activities under the terms of the agreement which established the "Alliance". Here again it is extremely important for University Legal Counsel to review and approve the agreement creating the "Alliance" prior to its being signed. If the "Alliance" enters into any contracts for services or to rent space, these activities would not be covered under the University System insurance, as the "Alliance" is an independent organization.

Q. Is University-owned equipment insured against loss?

A. All University-owned equipment is insured for loss as a result of a fire or smoke damage caused by a fire or from sprinkler leakage. This insurance will provide for the replacement of equipment which is lost. In the event of a loss, the campus must provide an inventory of items which were damaged or destroyed, and this listing will become the basis for the items for which replacement will be provided. This policy provides replacement cost coverage.

Except where special insurance has been purchased, University-owned equipment is not insured for loss from any cause other than fire, fire caused smoke or sprinkler leakage.

This fire insurance policy has a $10,000 deductible for each occurrence. The deductible amount is the responsibility of the campus.

Q. I have brought my own books and some of my own equipment to my on-campus office. Does the University cover this material?

A. No. The University insurance does not provide any insurance for personally-owned equipment or materials with one exception. The University does provide secondary insurance of up to $5,000 per dormitory resident student for the student's personal property lost as a result of a fire in the student's dorm. All claims by dorm residents must be filed within 90 days of the loss to be valid.
Q. My employer has allowed me to take a University-owned computer home so that I can do part of my work at home rather than in my office. Is this equipment covered by insurance?

A. The insurance coverage on University System equipment is the same as if it was on campus. The item is covered for loss by fire, smoke or sprinkler leakage. There is no coverage for theft, breakage or any cause other than those listed above unless special insurance has been purchased.

Q. My department owns equipment which will be subject to a greater than normal possibility of loss. Is it possible to purchase special insurance to cover this equipment?

A. Yes, it is possible to purchase “All-risk” coverage on most items of moveable equipment. This type of insurance provides protection against virtually all perils. For planning purposes, the annual cost of this type of insurance normally is between 1 and 2 percent of the insured value with a $250 deductible. If you desire to obtain this type of insurance, see your campus liability/property insurance contact.

Q. Does the University System establish qualifications to drive University vehicles?

A. Most qualifications are established by State law. The University System has established minimum standards, and these are contained in APL #27. Campuses may establish additional requirements for drivers of campus vehicles.

Q. Must the driver of a University-owned vehicle be a University employee?

A. For insurance purposes, there is no requirement the driver of a University vehicle be a University employee. The only requirement is that the driver has a valid driver’s license and that the vehicle is being used with permission of the University. However, vehicles may only be used for official University business. (See APL #27)

Q. Does the University provide collision insurance for University-owned or leased vehicles?

A. The University provides collision coverage up to $20,000 per vehicle for University-owned or leased vehicles where the campus has specifically requested the coverage and paid the required premium. This coverage has a $250 deductible occurrence, and the deductible is a campus responsibility.

Q. What should I do if I'm the driver of a University vehicle and am involved in an accident?

A. The first thing would be to notify the police. Then obtain the name and address of the other driver, and the names and addresses of any witnesses. If the accident involved any injuries, you should notify your campus insurance contact as soon as possible. If there were no injuries, you should notify your campus insurance contact within 48 hours. In both cases, you should file a written report of the accident with the campus insurance contact. If there is an injury or if the property damage exceeds $500 it will be necessary to file a report with the Secretary of State, Motor Vehicle Division within 48 hours of the accident.
The major item is not to discuss the accident with anyone outside the University other than the police or representatives of the University's insurance carrier. Above all, you should not admit responsibility for the accident.

Q. I am doing a research project and will be taking a University-owned vehicle to Mexico. Does this present any special concerns?

A. Yes - Mexican Auto insurance is significantly different than US or other foreign countries. This difference is so significant that it is very difficult to purchase it from a great distance. In cities and towns near the border, there is ample opportunity to purchase short-term auto insurance, and this should be done before crossing the border.

Q. I need to rent an auto from a vehicle leasing company as a part of my official travel. Should I take the "Collision Damage Waiver" (CDW) insurance provided by the agency?

A. You basically have these choices, and the choice depends on several factors. If you are renting the vehicle for a week or more, it is probably less expensive to ask the University System Office of Facilities to provide the "collision" coverage under a master program than purchase the CDW. In this event, the notification to the System Office of Facilities needs to be made prior to renting the vehicle. If the rental is for only a few days, it will be less expensive to purchase the CDW.

There are other alternatives which should be considered. Many "Gold" credit cards provide the collision coverage on rental vehicles if the card is used to charge the rental. The availability of this coverage should be checked prior to renting the vehicle.
APPENDIX K

Code of Ethics
of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

The 2008 NASW Delegate Assembly approved the following revisions to the NASW Code of Ethics:

1.05 Cultural Competence and Social Diversity

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues’ level of competence or to individuals’ attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

6.04 Social and Political Action

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.
Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

**Purpose of the NASW Code of Ethics**

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers’ conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work’s mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession’s core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work’s mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.
The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code’s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers’ decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients’ and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization’s ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers’ ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers’ ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the
commitment of all social workers to uphold the profession’s values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

**Ethical Principles**

The following broad ethical principles are based on social work’s core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

**Value: Service**

**Ethical Principle:** Social workers’ primary goal is to help people in need and to address social problems. Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

**Value: Social Justice**

**Ethical Principle:** Social workers challenge social injustice. Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers’ social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

**Value: Dignity and Worth of the Person**

**Ethical Principle:** Social workers respect the inherent dignity and worth of the person. Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients’ socially responsible self-determination. Social workers seek to enhance clients’ capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients’ interests and the broader society’s interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

**Value: Importance of Human Relationships**

**Ethical Principle:** Social workers recognize the central importance of human relationships. Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the wellbeing of individuals, families, social groups, organizations, and communities.

**Value: Integrity**
Ethical Principle: Social workers behave in a trustworthy manner.
Social workers are continually aware of the profession’s mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: Competence

Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.
Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers’ ethical responsibilities to clients, (2) social workers’ ethical responsibilities to colleagues, (3) social workers’ ethical responsibilities in practice settings, (4) social workers’ ethical responsibilities as professionals, (5) social workers’ ethical responsibilities to the social work profession, and (6) social workers’ ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

Social workers’ primary responsibility is to promote the wellbeing of clients. In general, clients’ interests are primary. However, social workers’ responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients’ right to self-determination when, in the social workers’ professional judgment, clients’ actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients’ right to refuse or withdraw
consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity
to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the
practice setting, social workers should take steps to ensure clients’ comprehension. This may include providing
clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect
clients’ interests by seeking permission from an appropriate third party, informing clients consistent with the
clients’ level of understanding. In such instances social workers should seek to ensure that the third party acts in
a manner consistent with clients’ wishes and interests. Social workers should take reasonable steps to enhance
such clients’ ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information
about the nature and extent of services and about the extent of clients’ right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and
television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients’ informed consent before audiotaping or videotaping clients or
permitting observation of services to clients by a third party.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of
their education, training, license, certification, consultation received, supervised experience, or other relevant
professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches
that are new to them only after engaging in appropriate study, training, consultation, and supervision from
people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social
workers should exercise careful judgment and take responsible steps (including appropriate education, research,
training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the
strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients’ cultures and be able to demonstrate
competence in the provision of services that are sensitive to clients’ cultures and to differences among people
and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and
oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or
expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.
1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients’ interests primary and protects clients’ interests to the greatest extent possible. In some cases, protecting clients’ interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers’ professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients’ right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients’ right to confidentiality. Social workers should review with clients circumstances where
confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker/client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual’s right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker’s, employer’s, and agency’s policy concerning the social worker’s disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client’s consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients’ written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients’ records are stored in a secure location and that clients’ records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients’ records in a manner that protects clients’ confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker’s termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients’ access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients’ access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients’ requests and the rationale for withholding some or all of the record should be documented in clients’ files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients’ relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients’ relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients’ relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in
appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 **Sexual Harassment**

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

1.12 **Derogatory Language**

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 **Payment for Services**

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients’ ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers’ relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client’s initiative and with the client’s informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers’ employer or agency.

1.14 **Clients Who Lack Decision Making Capacity**

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 **Interruption of Services**

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

1.16 **Termination of Services**

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients’ needs or interests.
(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients’ needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues’ level of competence or to individuals’ attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the wellbeing of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers’ obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the wellbeing of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client wellbeing.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers’ own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues’ areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals’ specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients’ consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.
2.08 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague’s impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague’s impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague’s incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues’ unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS
3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees’ performance in a manner that is fair and respectful.

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students’ performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers’ documentation should protect clients’ privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client’s needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients’ current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client’s best interest.

3.07 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients’ needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients’ needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the \textit{NASW Code of Ethics}. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the \textit{Code}.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.
(b) Social workers should work to improve employing agencies’ policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers’ ethical obligations as set forth in the *NASW Code of Ethics* and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization’s policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations’ practices are consistent with the *NASW Code of Ethics*.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization’s work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor management disputes, job actions, or labor strikes should be guided by the profession’s values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.
4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker’s employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client’s prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.
4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession’s literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants’ wellbeing, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants’ assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants’ confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants’ interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.
6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.
Field Education Links (to access links hold the control button and click):

   - NASW and its 56 chapters are ONE organization legally, financially, and programmatically.
   - When you join NASW, you get a two for one membership. That means you receive member benefits at both the national and state (local) levels through your chapter.
   - Chapters serve its members through the creation of units, branches, regions, or divisions.
   - There is a Chapter Services Department at the National Office that supports the chapters.
   - NASW has chapters in 50 states and in the following locations:

   - Whether you're looking for a new job, or ready to take the next step in your career, we'll help you find the opportunity that's right for you.

3. **Maine Social Work Board of Licensure:**
   - Information regarding the status of an application will not be provided by telephone or email.

   - The Society for Social Work Leadership in Health Care is an association, 1200 members strong, dedicated to promoting the universal availability, accessibility, coordination, and effectiveness of health care that addresses the psychosocial components of health and illness.

   - Welcome, social work students and professionals! Read articles from the Spring 2012 edition of *The New Social Worker* magazine, now in its 19th year!

   - Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards